



Onsite Workshop Session Descriptions

NACSW Convention 2022

Chicago, IL
October 27-30, 2022

Convention 2022 Onsite Workshop Information

The following presents a preliminary listing of onsite 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: The Impact of Holistic Care on Immigrants and Refugees

Workshop Presenters: Denise Anderson, PhD, LSW Marissa Smith BSW

Workshop Abstract: Cactus Nazarene Ministry Center (CNMC) addresses the needs of a small rural agricultural community that is home to about 3300 refugees, asylees and other immigrants from Africa, Latin America, Mexico and Southeast Asia. This workshop presents research about the holistic services provided and their impact on the residents in the community.

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

- Understand the impact of holistic services and their impact on the citizens of Cactus.

- Learn about qualitative (grounded theory) research results in a multi-cultural context.
- Discuss how to apply the knowledge gained from the multi-cultural community of Cactus.

Workshop Track: Research & Practice with Ethnically Diverse Populations

Level of Presentation: Basic, Intermediate,

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

Workshop Description: I. Background of Cactus, TX community and Cactus Nazarene Ministry Center- driving by the Gospel of Jesus Christ, Cactus Nazarene Ministry Center exists to compassionately and holistically empower all of the people of Cactus. (5min)
 II. Literature review regarding the need for holistic services for immigrants and refugees - Holistic care for immigrants and refugees may include counseling, education, legal assistance, translation services, health care, and providing help with navigating life in the United States (Khamphakdy-Brown, et. al, 2006; Salami, et. al, 2019; Arista & Brokaw, 2021; Hughes & Beirens, 2007). Research suggests that service providers should focus on meeting the holistic needs of the entire family. Not only should they begin to shift their focus to discover ways to serve every family member. By improving the social, mental, physical, and spiritual needs of each family member, the overall functioning of the family should improve (Salinas & Searcy, 2021). (15 min)
 III. Methodology - the qualitative (grounded theory) methodology (5 min).
 IV. Results of the Study - Study results will be presented and limitations identified (10 min)
 V. Implications and recommendations- Implications and recommendations for the community of Cactus as well as for other similar communities and faith-based ministry centers addressing the holistic needs of immigrants and refugees. (10 min)
 VI. Practical lessons learned regarding ethical practice in a diverse cultural context that can be generalized to other practice settings (10 min) - audience input and sharing of experiences
 VII. Q & A and Continued Discussion (5 min)

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 Hughes, N.& Beirens, H. (2007). Enhancing educational support: Towards holistic, responsive and strength-based services for young refugees and asylum-seekers. *Children & Society*. 21(4) p. 261-272.

Presenter Bio (s): Denise Anderson is a full professor in a new online MSW program at King University (Bristol TN). She works part time at Safe Families for Children as the National Alliance Director and also volunteers at Cactus Nazarene Ministry Center, where she serves as a Director of Immigration Services and Field Supervisor for social work interns. She has a PhD in Social Work from University of Maryland (1995), MA Pastoral Ministry from Northwest Nazarene University(2013), MSW from Temple University (1989) and BSW from Shippensburg University (1988). She earned an LSW in PA (1989) and is currently licensed in IL. This is her third year attending and presenting at NACSW and is an experienced presenter with more than 100 research and best practice presentations. Her practice experience includes psychiatric social work, clinical practice, teaching and international social work/missionary services.

Marissa Smith earned her BSW at Olivet Nazarene University (2022) and is currently a student at the University of Chicago earning a MSW focusing on social policy and social administration. Her presentation experience involves presenting on the importance of trauma informed care for ministers (2019). Her work experience includes working with children and families experiencing poverty in Peoria, IL, working as a youth advocate in a homeless shelter in Salt Lake City, UT and has spent a total of seven months at the Cactus Nazarene Ministry Center in Cactus, TX as a social work intern. In Cactus Marissa conducted a Community Needs Assessment and research on the impact of holistic care for immigrants and refugees. Marissa has worked with several service providers who focus on providing holistic care for clients while taking into account social, emotional, physical and cultural factors.

Workshop Title: The Doctrine of Discovery: The Foundations of White Supremacy

Workshop Presenter: Parris Baker, PhD

Abstract: This workshop traces the roots of racism and the intersections of power, privilege, and pigmentation in the birth of white supremacy. Participants are invited to discuss how Christianity developed a caste system of conquest, colonization, exploitation, and subjugation and how contemporary social workers can dismantle racist systems.

Workshop Track: Faith and Justice

Workshop Level: Intermediate

Audience: Social Workers, Church Leaders, Educators

Description: This workshop will address The Doctrine of Discovery and how it directed the colonization, dispossession and divestiture of existing people and their land. At the heart of the Doctrine of Discovery is the fervent ideology of conquest designed to increase personal and national wealth and establish hegemonic control, subjugation, and

enslavement of black and brown indigenous groups. Authorized by the Vicars of Christ (Pope Innocent IV, 1243; Pope Nicholas V, 1455; Pope Alexander VI, 1493) the Doctrine of Discovery guided the exploration, seizure, and exploitation of non-European territories and subjugated the sovereign powers of inhabiting indigenous people groups. From the fifteenth through the twentieth centuries various militaries and mercenaries from Spain, France, Holland, and England were charged with defending the cause of Christ and advancing the interests and profits of said kingdoms. Papal jurisdiction justified the premise of conquest to establish the universal Christian commonwealth, to defend Christianity against the barbarians and the infidels, and when possible, to convert indigenous people to Christianity. Pope Alexander VI, in 1496 sanctioned the statute, *limpieza de sangre* "cleanliness of blood", initially instituted by Spain and Portugal, to distinguish "Old Christians" from "New Converts" (Muslim and Jews). The intersections of power, pigmentation, and privilege had been birthed. White supremacy, as an ideology, can be traced to the Crusades in Muslim controlled territories and in the Protestant colonization of Ireland. The significance of the Doctrine of Discovery in the colonization of America was legally established in *Johnson & Graham's Lessee v. McIntosh*, 1823. When the United States became independent from Great Britain, the U.S. federal government assumed the powers of preemption over Indian lands. The ruling of the case was based on the tenets of the Doctrine of Discovery (principle of first discovery, *terra nullius*, and conquest). Land purchased from the Piankeshaw Indian Tribe by Thomas Johnson in 1775 and subsequently bequeathed to his heirs was sold by Congress to William McIntosh in 1818. The Johnson heirs sued McIntosh to recover property rights. The unanimous Supreme Court decision was that the Piankeshaw Indian Tribe did not have the right to sell to Thomas Johnson and therefore the land purchase was invalid. Moreover, McIntosh's claim was superior because the purchase was made from the preemptive government. Chief Justice Marshall ruled the federal government held the sole right of negotiation with the Piankeshaw Indian Tribe. The workshop will conclude with discussions focused on the role of Christian social work and innovative strategies to dismantle racist structures rooted in white supremacy and the Doctrine of Discovery.

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

- Identify the Doctrine of Discovery as a contributing treatise to the development of white supremacy.
- Articulate four principles of the Doctrine of Discovery: a. Principle of First Discovery b. *Terra Nullius* c. European standards of civilization d. Conquest
- Identify the process of dismantling racist systems

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Workshop Title: The Role of Disaster Curriculum and Simulation in Social Work Education

Workshop Presenters: Lisa Baker, PhD, C. Jean Roberson

Workshop Abstract: Social work is a key responder in natural and man-made disasters. This presentation identifies how disaster content complements existing curriculum and addresses core competencies. Presenters will discuss an inter-professional bush crash simulation conducted in 2022 integrating child welfare, trauma, and faith-perspectives.

Learning Objectives:

- Conceptualize the role of social work in disaster preparedness, response, mitigation and recover
- Identify ways to incorporate disaster competencies into existing curriculum
- Appreciate the role of simulation in preparing students to work within an interprofessional framework, incorporating faith perspectives in simulated scenarios

Workshop Track: Social Work Education

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description: Social workers are often called to respond to natural and man-made disasters, however few programs include specific content on disasters, even though such content aligns with CSWE core competencies. While some students actively seek training in this specialty area, some are simply called to respond during a time of crisis. Volunteers who have not received prior training or exposure to these concepts often place themselves in physical danger and are unprepared to handle the emotional consequences of being in the midst of profound suffering (Harman & Pinto, 2007). Even when the overall experience is positive it can still be taxing. Plummer, et al. (2008) in their study of social work students responding after Hurricanes Katrina and Rita discussed that volunteering increased student's commitment to professional values and professional identity, although stressful. Findley, Pottick & Giordana (2017) reflect that the role of social work as a post-disaster mental health responder has received little attention in the social work curriculum. Similarly, Marx (2013) and Nikku (2015) both comment on the expanding role of social work in disaster response and community rebuilding from micro to macro practice, implying a need for continued education. The available literature

speaks to the benefit of the connection between social work core competencies and disaster content such as preparedness, response, mitigation and recovery (Sim, He & Dominelli, 2022; Wu, 2021). Responding requires not only introducing curriculum content but also providing space for students to apply the concepts and demonstrate competency. The use of simulation is well-known as an effective way for students to acquire and demonstrate such competencies. Logie, Bogo, & Regehr (2013) in their review of the use of simulation in social work found an overall increase in student performance and learning satisfaction when used throughout undergraduate and graduate curriculum. Additionally, the use of both lab-based and field simulation has been shown to be effective in teaching skills throughout interprofessional medical education (Kapla, Connor, Ferrantia, Holmes & Spencer, 2011; Morrison & Catanzaro, 2010). Even during a pandemic the use of simulation has a positive impact in complementary professions such as nursing, even when forced online during the pandemic (Wong, et al., 2022). To date, the integration of faith in simulation is also under-represented in the literature, even though faith is an important coping mechanism post-disaster (Hong, Pollio, Pollio, Sims, Pedrazine & North, 2019). Faith-based education has a unique opportunity to incorporate faith elements in disaster simulation that will not only challenge students to recognize their own faith perspective but also appreciate the use of faith as a coping mechanism in extreme circumstances. Especially when students are placed in simulated scenarios with complex social situations and acute suffering and grief.

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Presenters Bio: Lisa Baker, Ph.D., LICSW is professor and chair of the Department of Social Work at Samford University. She is a Licensed Independent Clinical Social Worker (AL) with over 15 years of post-MSW clinical experience and over 15 years in higher education. Her areas of research and scholarship include evidence-based education, disaster preparedness and response, pediatric and perinatal health social work and online education. She has published and presented nationally on these topics, including co-authoring *Disasters and Vulnerable Populations: Evidence-based Practice for the Helping Professions* (Springer, 2015).

Dr. Jean Roberson serves as assistant professor and director of field education for the Master of Social Work program at Samford University in Birmingham, Alabama. She holds a Doctor of Social Work from St. Catherine University/University of St. Thomas, a Masters of Social Work and a Certificate in Theology from the Southern Baptist Theological Seminary in Louisville, Kentucky. She is also a licensed certified social worker in the state of Alabama. Roberson has spent 16 years in social work practice with the majority of her career in a faith-based context.

Workshop Title: Christians Social Workers: Running for Office

Workshop Presenters: Justin Behrens, LSW

Workshop Abstract: We should encourage social workers to run for office because social workers are trained communicators with concrete ideas about how to empower communities, understand social problems and know human relations. Social workers' commitment to improving the quality of life brings a vital perspective to public decision-making (NASW.org).

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

- a) Consider what it takes to run for office and understand the different processes to be politically active.
 - Understand the steps to get on the ballot
 - What are political action committees and the pitfalls they face?
 - What is a political team?
- b) Learn how to navigate the political spectrum to address their own personal, work, and spiritual life to be advocates.

- Understand how to develop their own political values.
 - Discuss how to share your faith and still run for office.
 - Discovering the boundaries for political office.
- c) Understand how faith can be implemented in the political arena keeping to the separation of Church and State.
- Recognize how you can uphold God’s Calling and still run.
 - Develop their own personal values and how to share them.
 - Comprehend how to be an effective communicator in the political arena.

Workshop Track: Public Administration & Policy

Level of Presentation: Basic, Intermediate

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

Workshop Description: The power of policy practice has been demonstrated throughout the history of the social work profession from Julia Lathrop's early efforts to establish the juvenile court system, to social workers' recent advocacy for universal health care. Through policy practice, social workers have made a difference in the lives of millions of Americans throughout history. Policy practice is defined as using social work skills to propose and change policies to achieve the goal of social and economic justice. Policy practice is an integral element of social work as practiced in all settings “”at the local, state, and national levels, as well as within micro, mezzo, and macro levels of intervention. It is difficult as a social worker to take that leap and run for office. Faith can play a large role in our political activity when running for office. These policies changes start with Social Workers becoming politically active. Learn how!

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Faucheux, Ronald A;	Running for office: The strategies, techniques and messages modern political candidates need to win elections				2002	M. Evans

Presenter Bio (s): Justin Behrens lives in the Northeast Pennsylvania. Justin as served previously on the NASW-PA board as the Northeast Division Chair. He graduated from Misericordia University getting his bachelor's in social work. He graduated from Temple University getting his master's in social work. Presently, Justin teaches at CityVision University both in Drug Addiction and Counseling. Justin served this nation in the United State Army and is a disabled veteran from serving in Iraq and Cuba. Justin serves on the National Homeless Summit in Washington DC. HE also is on other boards with the American Legion and presently serves as the Auditor for his township. Justin is the CEO of a Keystone Rescue Mission which has two homeless shelters in the Northeast and works at serving the homeless population. While there he has raised over a million dollars every year and expanded the mission to serving a larger area. Justin while with the NASW-PA help navigate and lobby for SB530. Justin has worked tirelessly to advocate for those that can't in politics and most recently is working to pass the Homeless Bill of Rights. Justin Behrens has ran for congress and state levels and familiar with the political arena to help build relationships and bonds on the political scene. Justin served on the board with NASW-PA so I am familiar with the board process and responsibilities. Justin is married to Liza, a nursing professor, and has two sons Keegan and Adin. Coordinate fundraising activities and child protection clearances for volunteers. Member of the National Homeless Summits and attend meetings at Washington D.C. to discuss and lobby for homelessness. Advocate for policy that will help homeless and organizations dealing with homelessness. Lobby multiple times at the state level in the Commonwealth of Pennsylvania legislature to help pass social work policy.

Workshop Title: Social Justice vs. Biblical Justice: The Great Divide?

Workshop Presenters: Joyous Bethel, PhD Ling Dinse DSW, LSW

Workshop Abstract: The social work profession has a long-standing tradition in advocating for social justice. The scriptures reveal God's heart in caring for the marginalized (Jer. 7:6-7), loving the sojourners (Exodus 22:21), and setting the oppressed free (Luke 4:18). This presentation encourages practitioners to advance social justice boldly in the name of Jesus.

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

- Reconcile definitions of social justice and biblical justice.
- Identify three areas with a scriptural call to action for social justice.

- Create 2 strategies to integrate faith and social justice in their practice.

Workshop Track: Social Work Education

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description: 1) Brief Outline of the Session's Key Topics and How Long You Will Be Addressing Each of These Topics Definitions of social justice and biblical justice (5 mins.) Social justice vs. biblical justice (10 mins.) Social justice in the Bible (15 mins.) Old Testament New Testament Integration of faith and profession (20 mins.) Racial Reconciliation Immigration Social justice: Love in the Name of Christ (5 mins.) Q & A (5 mins.) 2) A Faith, Religion, or Spirituality Component The presentation will survey both the old and new testaments to guide the discussion on biblical and social justice compatibility. 3) How the Presentation Is Informed by Relevant Social Work and Theological/Biblical Literature The presentation will rely on the scriptures to expand our understanding of God's use of heart for social justice. The topics of racial reconciliation and immigration will demonstrate the integration of faith and social work advocacy. 4) If a Practice-Oriented Session, How the Presentation Is Consistent with the Current Understanding of Evidence-based and Culturally Competent, Ethical Practice The presentation will discuss God's heart for the marginalized and his call for love in actions.

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Presenter Bio (s): I have presented at NACSW numerous times. Currently teaches at Millersville University across the baccalaureate and graduate social work programs. She has held this position since 2011. Previously, she taught at the University of Southern Mississippi for 13 years. Before coming to the academy, she worked for 16 years in hospice as both a social worker and bereavement clinician as well as doing congregational social work in South Florida for 16 years.

Dr. Ling Dinse is an Assistant Professor in the Counseling and Social Work Department of Lancaster Bible College. She earned her DSW at Millersville University, her MSW, and BA at the State University of New York, at Buffalo. Dr. Dinse served as a congregational social worker for 15 years before transitioning to higher education. Originally from Hong Kong, Dr. Dinse's work includes racial reconciliation, marriage enrichment, parenting, social justice, and poverty. Recently, Dr. Dinse has been working with colleagues to explore the use of intentional dialogues to promote civic dialogues. She also enjoys promoting the use of research in social work.

Workshop Title: Trauma-Informed SW Education: Best Practices for Teaching About Trauma

Workshop Presenters: Alina Bond, MSW, LCSW

Workshop Abstract: This presentation will provide social work educators with resources to prepare students to competently address trauma-affected populations while reducing the risk of students experiencing negative reactions to trauma content. The presenter will provide practical information on applying evidenced-based, trauma-informed teaching practices.

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

- Identify the potential effects of trauma content on students and risk factors for developing adverse reactions.
- Identify and describe the 6 principles of trauma-informed care and how they are adapted to the educational setting.
- Describe at least 4 examples of evidence-based trauma-informed teaching practices and discuss how they could apply them in a class.

Workshop Track: Social Work Education

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description: With estimates that as many as 90% of behavioral health clients are trauma-affected, it is vital that social work educators prepare students to competently address trauma through coursework on the types, pervasiveness, effects, and treatment of

trauma. A recent survey of 165 social work programs in the US and Canada shows that 135 include either courses specifically focused on trauma-affected clients or have infused trauma information into general education courses. Due to the high number of social workers provided with coursework on trauma, social work educators have expressed concern about how this content is being delivered in the classroom with caution being raised about the risk of traumatizing students. Literature supports this concern with evidence that shows students can develop adverse reactions when exposed to trauma-related information in the classroom. As a result, many social work educators advocate using a trauma-informed approach to teaching about trauma to reduce this risk. A trauma-informed approach recognizes the effects of trauma on learning and responds with practices that reduce the risk of trauma symptoms and promote growth. The comprehensive trauma-informed teaching approach is guided by SAMHSA's trauma-informed principles. These principles have been adapted into teaching practices that can be applied in social work education. The purpose of this presentation is to provide social work educators with a trauma-informed teaching framework and evidence-based practices to reduce the risk of social work students experiencing adverse reactions to classroom trauma content. The presenter will discuss the effect trauma content may have on social work students including definitions of retraumatization, secondary traumatic stress, vicarious trauma, and compassion fatigue. Risk factors for developing adverse reactions will be reviewed including higher rates of Adverse Childhood Experiences within helping professionals. Participants will be introduced to a brief history of trauma-informed care with a focus on SAMHSA's 6 trauma-informed principles and how they have been adapted to the educational setting. Recent literature will be reviewed to provide evidence-based teaching practices that reduce students' risk of adverse reactions to trauma. As this is an emerging area of empirical study, gaps in the literature and areas for future inquiry will be addressed. Special attention will be given to infusing an awareness of students' culture including religious and spiritual practices that can mitigate the effects of trauma content. Using both the literature and personal teaching experience the presenter will provide participants with examples of how to apply trauma-informed teaching practices in the classroom and online setting. Trauma-informed teaching practices will be infused throughout the workshop. Outline: Teaching about trauma 10 mins, Trauma-Informed Principles 10 mins, Trauma-Informed Teaching Practices 20 mins, Application 20 mins

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Presenter Bio (s): Alina Bond Chan, MSW, LCSW is an Adjunct Faculty at Azusa Pacific University's MSW program as well as an Instructor at UCLA Extension's Substance Abuse Counseling Certificate program. As a Licensed Clinical Social Worker, she has almost 10 years of experience working with children, adolescents, and families in community mental health clinics and schools. She also has a decade of combined experience in teaching and training as a field instructor, clinical supervisor, trainer, and educator. She recently returned to school for her Ph.D. at Baylor University where her research is focused on trauma-informed education. She is passionate about facilitating the growth and development of social workers so that they can flourish in the process of supporting their clients.

Workshop Title: Environmental Justice and the Social Work Pedagogical Toolkit

Workshop Presenters: Cini Bretzlaff-Holstein, DSW, LSW

Workshop Abstract: This workshop will explore different pedagogical strategies for social work educators at Christian higher education institutions to connect the Christian faith and Creation care to explicit learning opportunities in the cultivation of ethically responsible, competent social workers who advance environmental justice.

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

- Examine an expanded person-in-environment and ecological perspectives as foundational for promoting environmental justice in social work education.
- Learn about pedagogical strategies for engaging students in the exploration of environmental justice as a central justice issue for social workers to consider.
- Engage with each other to brainstorm and share pedagogical ideas and tools for equipping students to include environmental justice in their lens and practice.

Workshop Track: Professional Relationships, Values & Ethics

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description: As a result of the growing ecological crisis including "exponential population growth, pollution, pesticide production and use, food insecurity, lack of access to potable water, toxic waste dumping and the depletion of the earth's natural resources"(Miller & Hayward, 2014, p. 281), social work has been moving toward a greater awareness and recognition of the need for an expanded ecological conscious, orientation, and ecosocial approach through various forms of scholarly publications (e.g., Besthorn, 2013; Faver, 2013; Gray & Coates, 2015; Hawkins, 2010; Jones, 2010; Jones, 2013; Matsuoka & Sorenson, 2013; Norton, 2012; Ryan, 2011; Wolf, 2000). Inclusion of the natural environment in social work's professional mandates and perspectives has been on the rise for the expansion of ecological perspective and person-in-environment frameworks. Various arguments and recommendations have been made for doing so in the literature (e.g., Besthorn & Canda, 2002; Gray & Coates, 2015; Gray, Coates, & Hetherington, 2013; Jones, 2013; Miller, Hayward, and Shaw, 2012; Schmitz, Maty??k, James, & Sloan, 2013; Teixeira & Krings, 2015). Per Competency 5 of the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) (2015), "students will advance human rights, social, economic, and environmental justice." This workshop seeks to suggest ways in which social work educators at Christian institutions, in particular, may help students participate in the integration of faith and practice through the advancement of environmental justice. Beginning with an examination of the Dominant Social Paradigm (DSP), participants will engage with the New Ecological Paradigm (NEP) and explore the ways it addresses what Barhnson and Wirzba (2012) call a "reconciliation deficit disorder"(p. 21) in which we the Church struggle to envision God's desire for all creation, all creatures (human and nonhuman) to be reconciled with Him and each other. Definitions of environmental justice, ecological justice, eco-social work, and environmental racism will be explored in seeking to understand a broader definition of the person-in-environment and ecological perspectives. Participants will be invited to explore how to include the natural environment as part of the person-in-environment and ecological perspectives in order to help students/future practitioners engage with environmental justice, environmental racism, and environmental policy as an expected knowledge base, values, and skill set

of social workers. Pedagogical suggestions will be presented as well as participants or sharing pedagogical strategies amongst each other.

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Presenter Bio (s): Cini Bretzlaff-Holstein, DSW, LSW serves as the Director of the Online Bachelor of Social Work (BSW) Program for the online adult undergraduate (AUG) BSW program and is a Professor of Social Work at Trinity Christian College in

Palos Heights, IL. Dr. Bretzlaff-Holstein has taught at Trinity Christian College since 2008. Before concentrating her career on social work education, she spent six years working in the field of social work in a variety of areas, such as child welfare, residential youth services, community development, and program development. Her scholarly interests include food justice, environmental & ecological justice, social work education & humane education, the human-animal bond in social work and vegan studies. Dr. Bretzlaff-Holstein is a fellow of The Ferrater Mora Oxford Centre for Animal Ethics.

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

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: Radicle Mental Health : A Transformative Community Based Service

Workshop Presenters: Troy Brindle, MSW, LCSW, DCH Jeff Street CEO

Workshop Abstract: The mental health crisis advanced by the COVID 19 pandemic has reached critical mass. A broken siloed health care system experiencing workforce shortages built on the fee for service model is unsustainable. We will discuss a Radicle Transformation in how community collaboration and leveraging technology can create access to resources to meet needs.

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

- Identify 3 trends in the current transformation of healthcare across the nation.
- Clearly understand and explain at least three of the core principles that drive Radicle Mental Health Transformation
To clearly understand the importance of the intersection between faith based organizations and Community based providers and the need to establish partnerships

Workshop Track: Social Entrepreneurship

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description: 1. Outline of Radicle Mental Health Transformation a. Overview of the current healthcare landscape and understanding the Tsunami of Change - 5 minutes b. Review of current trends in the behavioral health care market - 5 minutes c. The opportunity to bridge the gap between the intersection of the faith based community and community based providers to effectively address and meet need. 15 minutes d. Radicle Mental Health: Transformative Model 15 minutes e. Developing Community As A Service (Biblically focused) 15 minutes 2/3) The ministry and message of Jesus was meeting the needs of a sinful & hurting world. Clearly the greatest need for in individual is a personal relationship with Jesus Christ. As physical health, mental health, and social determinants of health needs continue to rise, as believers, we are called to lean into the storm in order to address personal needs. Jesus demonstrated the importance of meeting both physical in spiritual needs during his 3.5 year ministry. He fed the 5000, fed the 4000, healed lepers, healed diseases, turned water into wine, and raised the dead all while transforming souls to advance the Kingdom of God. Jesus Christ, during the time, was demonstrating Radicle Transformation. The biblical charge to care for the orphans, widows, elderly, infirmed, and sick is as relevant today as it was when Christ walked the earth.

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Presenter Bio (s): Troy L. Brindle, is Chief Operating Officer for Access Services and concurrently serves as the National Vice-President of Behavioral Health Integration (BHI) for Refresh Mental Health. Previously, he was Co-Owner and Vice President of Springfield Psychological prior to selling to a private equity group. Troy received his BSW from Cairn University and his MSW from Rutgers University. Troy served on the NASW-PA board of directors since 2011 in a variety of capacities such as Division Chair, Delegate Assembly Representative, President-Elect, and President. Troy also served on the National Board of NASW as the Region IV Representative. Troy leans heavily into his values and Faith in God to support a hurting world and advance the Kingdom. He is an innovator who has presented countless workshops at the local, state and national level and is a thought leader in the social work profession.

Jeff Street is the founder and CEO of VIA Consulting located in Johns Creek, GA. Jeff's company was born out of passion to use and leverage technology in the health and human services space to support meeting needs. By creating cultures and environments of collaboration, VIA continues to stand out as a thought leader and creative innovator of technology. Jeff's faith and commitment to God is central to what drives his passion to support meeting the needs of a hurting world. Jeff has partnered with the Virginia Department of Health, US AID, Department of Health and Human Services, MOREHOUSE School of Medicine, Ghana Aids Commission, Access Services and many others to leverage his expertise and use of technology to improve access to care, support quality of care, and achieve better outcomes.

Workshop Title: Temperament and Psychological Type Approaches in Clinical Social Work with Individuals

Workshop Presenters: Dr. F.B. Pete Campbell, Jr. MSW

Workshop Abstract: Over 300 temperament and psychological type approaches and interventions are applied in clinical social work practice with individuals. Approaches are integrated with the core social work value of respecting the dignity and worth of individuals. Eight examples from 300 approaches and interventions are explored and applied.

Temperament and psychological type are innate and biological as well as psychological and social. It is better to work with this factual, evidence-based reality than to deny it. (These reality variables may be missing and not accounted for in some evidence-based studies of problems, cultural diversity, gender studies, and choice of treatment modalities.)

While In retirement for eight years, and engaged in various rewarding activities, I have been writing two books. This workshop is based upon one of them. I hope and pray that *Temperament and Psychological Type Approaches in Clinical Social Work with Individuals*, and this workshop and possibly the second book, *Temperament and Psychological Types of Souls in Union Life with Christ*, will be helpful to participants in their own unique life's journey and in their work with clients.

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

- Receive introductory Knowledge of 12 key realities
- Have a beginning basic understanding of 12 key realities
- Consider one specific example from one of the 12 realities that can potentially be applied in their personal or professional lives

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Direct Practice, Individuals Groups & Couples

Workshop Description: Outline:

I. Introduction; 12 realities of temperament and psychological type; and reference to our union life with Christ (10 minutes)

II. Theory of Temperament and Psychological Type Augments the Translating of a Key Social Work Value into Practice (5 minutes)

III. Psychological Type and Temperament in Engagement and Data Collection; in Assessment; and in Planning and Contracting for Intervention (10 minutes)

IV. An Example from Interventions with 8 preference realities: Extraverts (E); Introverts (I); Sensing Types (S); Intuitive Types (N); Thinking Types (T) Feeling Types; Judging Types (J); and Perceiving Types (P) (20 minutes)

V. Questions and discussion (15 minutes)

VI. Take away handouts below (as participants exit):

- d) Four Temperament Attribute and Descriptor Clusters
- e) Words to Help Understanding of Type Concepts
- f) What the Types Can Offer Each Other
- g) Mental Priorities
- h) Descriptions of the Sixteen Types

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Presenter Bio (s): Dr. Pete Campbell is a retired clinical social worker, marriage and family therapist and professor. He received the BA from Mississippi College, MSW from Louisiana State University and EdD from Campbell University (NC). He practiced clinical social work in family counseling, mental health, and private practice settings in North Carolina for 15 years before a 28-year career in higher education. He held administrative and faculty positions at Campbell University (NC), Mississippi College, Lees-McRae College (NC), and Baylor University and a faculty position at the University of Mississippi. He received teaching recognition and awards from both faculty and students as an assistant professor and as a tenured full professor. His primary research interests include studying applications of temperament and psychological type theory in micro and mezzo social work practice and in social work and teacher higher education. Most importantly, he is a follower of the Lord Jesus Christ.

Workshop Title: Trauma Sensitive Practices in Social Work Education

Workshop Presenters: Nola Carew, PhD

Workshop Abstract: Trauma-informed care has become a staple of social work practice to better meet the needs of our clients. With the high number of ACEs reported in social work students, we must also explore how to effectively apply principles of trauma-informed care to social work education to develop trauma sensitive practices in our academic programs.

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

- Develop an understanding of the need for a trauma informed approach in higher ed through knowledge gained on trauma, ACEs and student mental health
- Apply principles of trauma informed care to social work education and college campus settings.
- Demonstrate an ability to integrate trauma sensitive practices in social work education and college campus settings.

Social Work Track: Social Work Education

Workshop Level: Basic

Workshop Description: (1) The presentation will address the topic of Trauma Sensitive Practices in Social Work Education. Objectives include: 1. Understand the need for a trauma informed approach in higher ed (15-25 min) This objective will look at available data of college students and more specifically social work students to help deepen participants' understanding of the statistics on trauma and ACEs in these populations and the challenges college students are facing related to mental health. Participants will also gain a deeper understanding of trauma and Adverse Childhood Experiences and the differences between the two. The increased mental health challenges in college students related to COVID will also be discussed. The workshop will additionally explore the unique aspects of trauma, ACEs, and faith communities. This objective will help participants to develop a deeper understanding of the needs presented by students in their classrooms. 2. Apply principles of trauma informed care to social work education This objective will provide participants with an understanding of the key principles of trauma-informed care (safety, choice, collaboration, trustworthiness, and empowerment) as identified by the Institute on Trauma and Trauma-Informed Care at the University at Buffalo and SAMHSA as best practice approaches in the field. Participants will develop a foundational understanding of trauma-informed care in social work practice, rationale and key components. Participants will then be guided through an application of each of these principles to the college campus setting and more specifically to their social work programs. (20-30 min) 3. Identify trauma sensitive practices in social work education This objective will explore trauma sensitive practices and how those practices can be applied to the classroom settings, to our social work education programs, and to our campus communities. Participants will have an opportunity to identify practices they can implement in areas such as the classroom setting and structure, field practicum placements, curriculum/syllabi, grading, program operations, and campus wide practices. This topic will include exploring aspects related to faith-based campuses such as spiritual formation, student development, and chapel. Participants will also have an opportunity to explore faith-based trauma sensitive practices. (25-35 min)

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Presenter Bio (s): Nola Carew, PhD, LMSW is a Professor of Social Work at Cornerstone University. She also serves as Program Director and Social Science Division Chair. Nola earned her doctorate from Michigan State University in 2016 and her BSW and MSW from Grand Valley State University. Nola is a licensed clinical and macro practice social worker in the state of Michigan. She has been teaching in social work education for the last 20 years. Prior to teaching, Nola has worked in family preservation, wraparound services, clinical practice with adults, children, and families, as well as in program development and intervention with traumatized populations. Nola completed her dissertation research on secondary trauma and has provided trauma trainings at the local, state, and national level.

Workshop Title: Creating Civil Conversations through Mutual Aid & Catholic Social Teaching

Workshop Presenters: Rebecca Coleman, DSW, MSW, LCSW

Workshop Abstract: This session examines Catholic Social Teaching (CST) in relation to the use of mutual aid process to create civil conversations about social welfare and social policy.

Workshop Track: Administration and Public Policy

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

- Identify the underlying causes of civil discourse in our current socio-political environment.
- Apply mutual aid processes to the creation of civil conversations.
- Describe how civil conversations identify solutions promoting Catholic Social Teaching for the greater good of society.

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description: The current discourse (lecture - 5 minutes) Ethical and spiritual responsibilities (lecture - 5 minutes) Mutual aid processes for civil conversations (experiential activity " 20 minutes) Application to Catholic social teaching (5 minutes) V Questions and answers (5 minutes) Our current political climate embodies dissonance. These strong tensions interfere with our ability to have civil conversations about social problems and policies. Therefore, difficult discussions regarding the promotion of human and social well-being deteriorate into cacophonous stalemates. As a society, we are stuck. Two social phenomena offer an understanding of our current status quo. As a Western society, our public discourse around political views is hardening (Alba & Foner, 2017). Discussions focusing on ethnic, immigrant, and religious minority groups create polarization (Koudenburg, Greijdanus, & Scheepers, 2019). Our underlying fears coarsen our discussions and disengage relationships (Taylor, 2002). The result is an inability to listen, respond with empathy, and promote human and social well-being. Social workers value the dignity and worth of all people. We collectively seek to empower people by striving for human rights through social justice (IFSW, 2018; NASW, 2019). Our underlying values may be an antecedent to the harshened public discourse. If we value the dignity and worth of all people, then we must use our knowledge and skills to increase an understanding and respect for differences while promoting human and social well-being. In addition, Catholic Social Teaching embraces family, community, and participation as a social responsibility for all people (United States Conference of Catholic Bishops, 2005). Our participation in society should focus on developing the common good and well-being of everyone. We do so through collaboration and service with the most vulnerable and poor (Beyer, 2014; McCarty, 2012). A Christ-like service cares for others by walking the journey with them and building a supportive community (Beyer, 2014; McCarty, 2012). Franciscans refer to this concept as nurturing fraternitas (Cirino & Raischl, 1995). They do so by creating a spiritually and socially connected community. In addition, Mardones & Marinovic (2016) discuss the need for communities to develop a sense of civic friendship and family fraternity through social cohesion, trust, and social capital. Social workers refer to this community building process as personal and collective empowerment (East & Roll, 2016). Gitterman & Shulman (2005) offer an empowerment model using mutual aid processes. Their model uses empowerment to influence social change. This presentation

describes how mutual aid processes may implement Catholic Social Teaching for the greater good of society. Guidelines suggest ways to create civil conversations in order to use difficult discussions to find solutions. For together, we are stronger.

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Presenter Bio (s): Dr. Coleman earned her DSW from the University of St. Thomas, Minnesota. She graduated from Indiana University with a BS in Music Therapy in 1982 and a MSW in 1989. Her research interests are in interprofessional education, mutual aid groups, and social policy. Her clinical practice specialized in working with children, women, and families experiencing trauma. Her social work education experience includes work as the BSW Field Coordinator at Grace College (IN), BSW Program Director at the University of Saint Francis (IN), and MSW Program Director at Southeastern University (FL). She currently teaches with the online MSW Program at Campbellsville University, Kentucky and serves as co-chair of the Women's Council and was a site visitor with CSWE. Her professional presentations have been at APM with CSWE, NASW-IN, NASW-FL, and IASWG.

Workshop Title: Reimagining Group Work through Ubuntu: Opportunities and Possibilities

Workshop Presenters: Bertha DeJesus, MSW DSW Wanja Ogongi LSW PHD

Workshop Abstract: Ubuntu's principle of "I am because we are" underlies social work practice and the Christian faith. We will discuss how Ubuntu practices can assist students in understanding others' humanism while simultaneously enhancing skills and knowledge in group work and faith practices while attending to the needs of a community.

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

- Gain a deepened understanding of the Ubuntu philosophy, its aphorisms, virtues, and ideals
- Connect the Ubuntu worldview, values, and beliefs to faith and social work values
- Understand how Ubuntu concepts can be adapted to social work education, faith, and practice

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Work Education

Workshop Description: Gain a deepened understanding of the Ubuntu philosophy, its aphorisms, virtues and ideals 15-20 Minutes Describing and discussing Ubuntu Philosophy, its aphorisms, virtues and ideals. With examples from life experiences. Connect the Ubuntu worldview, values and beliefs to faith and social work values. 15/20 discussing how Ubuntu Worldview, values and beliefs to faith and social work values begin with self before its extended to others. Understand how Ubuntu concepts can be adapted to social work education and practice 15-20 Sharing experiences creating a research learning community with a group of students from the US with social work students from a University in East Africa.

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Samkange, S. and Samkange, T. M. (1980). Hunhuism or Ubuntuism: A Zimbabwean indigenous political philosophy. Harare: Graham Publishing

Presenter Bio (s): Dr. Bertha Saldana De Jesus is an assistant professor and the co-coordinator of the DSW program at Millersville University in Pennsylvania. She teaches practice and Field Education courses in both the BSW and MSW programs. Dr. Saldana De Jesus earned her DSW at the joint program of Millersville University and Kutztown University in 2018, her MSW at Widener University in 2004, and her BSW at Shippensburg University in 1998. She has experience in child welfare, behavioral health, and hospice care. Research areas of interest include field education, mentoring, international social work (focusing on the Dominican Republic and Kenya), Latino issues, women's issues, social work ethics, and religion.

Dr. Wanja Ogongi is an Assistant Professor at the Millersville University School of Social Work in Pennsylvania, USA. Born and raised in Kenya, Dr Ogongi graduated from the University of Nairobi with her B.A, earned her Master of Social Work (MSW) degree at West Chester University of Pennsylvania and her PhD in Social Work at Widener University, Pennsylvania. Social Work Macro Practice and Social Work Field Education. Dr Ogongi has practiced social work professionally in the areas of International Human Rights (focus on women and children), Child Welfare, Refugees and Unaccompanied Minors, and Medical Social Work. Her areas of interest for research and presentation include Social and Community Development, International Social Work Education, Multicultural Mental Health, and Issues affecting the African Diaspora in the United States.

Workshop Title: Social Work Students' Empathy Towards and Preparedness for LGBTQ+ Clients:

Workshop Presenters: Chloe' DePledge, MSW Anupama Jacob PhD

Workshop Abstract: Presenters associated with a faith-based institution of higher education will discuss social work students' empathy towards and self-assessed preparedness to practice with LGBTQ+ clients, as well as include recommendations for pedagogical approaches to both equip students for LGBTQ+ practice and adhere to institutional values.

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

- Understand the concept of empathy and factors influencing empathy in practice.
- Describe BSW students' self-reported empathy and perceived preparedness to engage with LGBTQ+ clients.
- Discuss recommendations for curriculum and pedagogical approaches to support students' preparedness and ability to engage with diverse populations in practice.

Level of Presentation: Intermediate

Workshop Track: Social Worker Education

Workshop Description: Social work students can struggle to reconcile personal beliefs and values regarding gender identity and sexual orientation with their ethical responsibility to serve all clients, particularly within the context of faith-based institutions (Dessel et al., 2017). At the same time, social work is a competency-based profession which mandates social workers to meet standards specified by the Council on Social Work Education, such as engaging in diversity and difference in practice (CSWE, 2015). Faith-based social work programs in particular seek to train competent social workers that can practice empathetically with all population groups, such as LGBTQ+ individuals, irrespective of their personal worldviews. Yet, a study found that one-third of all undergraduate social work students enrolled in accredited social work programs in the United States reported experiences of homophobia in their programs, and social work students frequently report feeling unprepared to serve LGBTQ+ clients (Craig et al., 2016). Research thus suggests a gap between existing pedagogical practices of social work education and social work students' readiness to practice empathy with a goal of engaging ethically with diversity and difference (CSWE, 2015). Empathy is integral to social work practice; as such, students must be given the opportunity to cultivate empathy as not only a general value, but as a practical skill to ready themselves to practice and address systemic obstacles LGBTQ+ clients face (Moagi et al., 2021). However, faith-based institutions of higher education may place bounds on the extent to which social work programs can address LGBTQ+ topics within the classroom or may place heavier emphasis on practices such as "referring out" in the instance of practitioners' religious values being incompatible with clients' identities. Presenters do not recommend that faith-based social work programs fundamentally change their values; rather, a pedagogical framework for equipping students to grow empathetically and professionally both inside and outside of the classroom will be proposed. These recommendations will draw from a survey of BSW students exploring students' self-reported empathy and perceived preparedness to engage with LGBTQ+ clients as professionals at one faith-based university. Ultimately, this presentation will mobilize social work educators to consider the content of their institution's curriculum regarding LGBTQ+ education and will equip them with the tools to tailor curriculum while still honoring the values of their institution, if faith-based.

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Presenter Bio (s): ChloAo DePledge is an Advanced Standing MSW student at Azusa Pacific University. Her undergraduate research centered on social work students' empathy for and preparedness to practice with LGBTQ+ clients, which she continues to study and previously presented on at the National Council on Undergraduate Research Conference and the Association of Baccalaureate Social Work Program Directors Conference. She is fascinated by the intersection of Christian theology and social work practice within a changing sociopolitical context.

Anupama Jacob is an associate professor in the Department of Social Work and was APU's interim director of undergraduate research in fall 2019. She received her Ph.D. in Social Welfare from the University of California, Berkeley. She has presented at major national and international conferences including the United Kingdom Social Policy Association, Council on Social Work Education, and the North American Association of Christians in Social Work meetings. Jacob's primary area of research focuses on poverty and inequality in the United States. Prior to starting her Ph.D. program, she worked as Publication Manager at the Center for Social Development, a research and policy center at Washington University in St. Louis. Jacob also served as a commissioner on the Council on Social Work Education's Commission on Research for six years.

Workshop Title: Perception of Mental Health on Christian College Campuses: A Case Study

Workshop Presenters: Ling Dinse, DSW, LSW Summer Weaver BSW

Workshop Abstract: The perception of mental health directly impacts an individual's acceptance of counseling services. This study examined the perception of mental health among Christian college students based on data collected from a Christian college. The presentation will discuss the research findings and implications of the study.

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

- Gain insight into Christian college students' perceptions of mental health services.
- Identify the key barriers to receiving mental health care in the Christian community.
- Receive recommendations for practice addressing the barriers to receiving mental health services, especially on Christian campuses.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Direct Practice Individuals, Couples & Families

Workshop Description: 1) Outline Introduction: Mental Health Concerns on the Rise Among College Students (5 mins) Literature Review (10 mins) Perception of Mental Health Among College Students Perception of Mental Health Among the Christian Community Methodology of the Study (5 mins) Research Findings (15 mins) Implications for Practice (15 mins) Discussion (10 mins) 2) A Faith, Religion, or Spirituality Component The presentation will discuss the theology of suffering in addressing the faith community's incorrect perception of mental health. 3) How the Presentation Is Informed by Relevant Social Work and Theological/Biblical Literature The study was conducted based on the biblical concept of Imago Dei and the social work core value of dignity and worth of each person. Caring for individuals with mental health challenges needs to be understood and practiced from these core values. The researchers also reviewed scholarly sources on the topics of perception of mental health among college students and the Christian community. In addition, the researchers examined the scriptures in developing a biblical theology of suffering. 4) If a Practice-Oriented Session, How the Presentation Is Consistent with the Current Understanding of Evidence-based and Culturally-Competent, Ethical Practice The study identified biases in the Christian community regarding individuals experiencing mental health concerns. The recommendations to improve practice and to address these biases are based on the results generated by a research study.

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Presenter Bio (s): Dr. Ling Dinse is an Assistant Professor in the Counseling and Social Work Department of Lancaster Bible College. She earned her DSW at Millersville University, her MSW, and BA at the State University of New York, at Buffalo. Dr. Dinse served as a congregational social worker for 15 years before transitioning to higher education. Originally from Hong Kong, Dr. Dinse's work includes racial reconciliation, marriage enrichment, parenting, social justice, and poverty. Recently, Dr. Dinse has been working with colleagues to explore the use of intentional dialogues to promote civic dialogues. She also enjoys promoting the use of research in social work.

Summer Weaver graduated from Lancaster Bible College with a Bachelor of Social Work degree. Summer works as a Permanency Caseworker and is employed by COBYS Family Services. Contracted through the Lancaster County Children and Youth Agency, Summer works with families whose children are in out-of-home placements. Summer provides case management services for parents as they work on their court-ordered plan for reunification. Additionally, Summer provides support and oversight of children in their foster home placements.

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 (Berkley-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: Experiential Learning: Infusing Self-Care Principles in a BSW Program

Workshop Presenters: Kim Downing, Ph.D., LCSW, ACSW

Workshop Abstract: This presentation will provide practical tools for infusing self-care principles in a BSW Program. The model presented highlights learning objectives and outcomes for engaging the dimensions of self-care pertaining to scholarship, personal and clinical application, and career sustainability.

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

- As a result of attending this presentation, participants will be able to infuse self-care principles by applying the CPIES framework.
- As a result of attending this presentation, participants will be able to demonstrate knowledge of self-care interactive activities.
- As a result of attending this presentation, participants will be able to utilize tools to evaluate the effectiveness of infusing self-care activities.

Level of Presentation: Basic

Workshop Track: Social Work Education

Workshop Description: Key Topics

1. Definition of self-care and rationale for infusing it in the Field Experience and Seminar courses.(5 minutes)
2. Review of the self-care activities that were integrated in the Field Experience and Seminar courses(self-care plan; class lectures and interactive activities; group discussions regarding how they are implementing self-care strategies in their daily lives and utilizing these skills with clients; and applying tools to evaluate their progress and practice).(15 minutes)
3. The CPIES (Conceptualization, Planning, Implementation, Evaluation, and Sustainability) framework to teach and evaluate the self-care content (Miller, 2020).(15 minutes)
4. Outcomes from the research. Quantitative data will be shared regarding the results of the pre and post survey and qualitative feedback from class discussions.(5 minutes)
5. Narrative Theory, which is utilized as the theoretical framework and practically implemented as each student journals about their self-care journey. Each student is asked to identify at least one problem/situation that is stressful chronicle weekly about their self-care activities. The tenets of Narrative Theory will be utilized to teach students how to deconstruct problems (externalizing the problem) and reconstruction (retell their stories by helping them explore other interpretations of the stressful situations).(10 minutes)

Faith/Religion/Spirituality Component In this research, mindfulness exercises are emphasized. The spirit cannot be overlooked when examining self-care. Spiritual wellness can range from devout religious practices to individualized introspective activities. Spirituality has a vast spectrum and activities can "fall" anywhere on the continuum that meets the needs of the individual. Some people may prefer organized religious activities as the primary method to refresh themselves and remain focused. Others may not view themselves as religious, but practice spirituality. They prefer mindfulness activities where they can "get centered" and be present in the moment.

Relevant Social Work Literature Self-care is not a new concept, but until recently, there has been limited research about integrating and teaching social work students the practices of caring for themselves. Social workers and other allied health experts have acknowledged the importance of wellness and self-care as a critical component of helping professionals (Drolet and McLennan, 2016). Students and entry-level social workers are more susceptible to professional burnout, secondary traumatic stress, and compassion fatigue. With the recent impact of COVID 19, the need for self-care has been heightened for professional social workers, other frontline health professionals, and clients (Downing, Brackett, & Riddick, 2021). To address this educational need among social work students, it is recommended that programs incorporate material on professional self-care into both micro and macro course offerings" (Newell and Nelson-Gardell, 2014).

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Presenter Bio (s): Kim S. Downing, Professor and Director of the Bachelor of Social Work Program at Elizabeth City State University. Dr. Downing earned a Ph.D. in Social Work from Norfolk State University in 2007 and a Graduate Certificate in Leadership Development from The George Washington University in 2009. In 2012, she completed the prestigious Bridges Academic Leadership Program for women in higher education in the UNC System. She has 33 years of experience as a social worker, was licensed in Virginia as a Licensed Clinical Social Worker (LCSW) in 2000, and joined the Academy of Certified Social Workers (ACSW) in 1988. Dr. Downing's research interest include: Problem Gambling on College Campus, Rural Social Work Practice, and Self-care.

Workshop Title: Experiences of Complex Trauma and Posttraumatic Growth

Workshop Presenters: Heather Evans, LCSW, DSW

Workshop Abstract: Through the lens of complex trauma and posttraumatic growth, this workshop will share recent findings from a qualitative study that focused on the impact and experiences of domestic sex trafficking survivors. Through rich data from interviews and photovoice captioned images, workshop participants will learn criteria for complex trauma and aspects of posttraumatic growth, experientially see evidences of complex trauma and posttraumatic growth through viewing and reflecting upon photographic expressions of survivorship, and discuss application of the posttraumatic growth to their own personal and professional work.

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

Learn criteria for complex trauma and aspects of posttraumatic growth
Experientially see evidences of complex trauma and posttraumatic growth through viewing and reflecting upon photographic expressions of survivorship
Discuss application of the posttraumatic growth to your personal and professional work

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Direct Practice Individuals, Couples & Families

Workshop Description: 1. Introduction of Complex trauma, its impact & brief intro to treatment interventions (15 minutes) Introduction of Posttraumatic growth and its impact (15 minutes) Viewing of photovoice photos and processing (45 minutes) (15 minutes if 60 minute workshop) Application/Discussion (15 minutes) 2. Complex trauma and posttraumatic growth will include impact on faith 3. Presentation will address two key concepts, complex trauma and posttraumatic growth which are applicable to a variety of populations and contexts. It will also share findings from a research study using qualitative and photovoice methodologies 4. Will address complex trauma and various

interventions that could be useful for addressing complex trauma. Will also share a creative mechanism of photovoice that could inspire creative interventions when working with trauma.

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Presenter Bio (s): 1. Dr. Heather Evans, LCSW 2. Director of Evans Counseling Services Co-founder of VAST (Valley Against Sex Trafficking) Adjunct Professor, Global Trauma Recovery Institute, Mission Seminary 3. Doctor of Clinical Social Work University of Pennsylvania May, 2019 4. LCSW in PA 5. I present regularly at regional, state and national conferences and organizations. I teach a graduate level course at Mission Seminary. I travel internationally annually to provide trainings and presentations for organizations. 6.I have been Director and therapist for a group counseling practice for 17 years. Prior to that I was the Director of a nonprofit social services organization for 2 years and a therapist at a group practice for 3 years. I am the co-founder and board chair of VAST (Valley Against Sex Trafficking) since 2001. I am an adjunct professor for Global Trauma Recovery Institute for 3 years.

Workshop Title: Let's Heal: Coaching the New Form of Community Engagement

Workshop Presenters: Denard Fenaud, LLMSW, MDiv John Sams M.Ed James Gunter

Workshop Abstract: The main goal of this workshop is to share lessons learned on how businesses established and maintained authentic relationships between the community and local hospital system to allow for the co-creation of ideas and strategies that lead to beneficial outcomes for the 49022 neighborhood.

Workshop Track: Social Responsibility and Entrepreneurship

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

- The audience will hear more about the linkage between paternal health, cardiovascular health, and mental health.
- Participants will learn ways to establish a seamless connection between community lead initiatives and anchor institutions such as the healthcare system
- The audience will

Level of Presentation: Basic, Intermediate

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

Workshop Description: 1:) The session will review the evidence of the effectiveness of the equity framework in community lead initiatives and analysis the techniques supported by research.(30 mins) It will translate ideas and strategies into the application to practice authentic relationships between the community and the local hospital system. (30 mins) 2:) The creation of a support group for men of color and men of faith based on Isaiah 61:1-3 3:) We will demonstrate empathetic coaching strategies derived from reinforcing the most useful when facilitating and creating strategies while engaging the community authentically. 4:) Attendees will learn ways to establish a seamless connection between community lead initiatives and anchor institutions such as the healthcare system using the coaching modality as new form of group facilitation.

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Presenter Bio (s): Denard Fenaud is a 36-year-old Black African American of Haitian descent from Fort Pierce, Florida. He graduated on August 6th, 2021, with a dual degree, a Master of Social Work and Master of Divinity, at Andrews University. Denard is the founder of Hilltop Consulting LLC and consultant at the local hospital in South West Michigan, Spectrum Health Lakeland; Denard examines how the trauma of racism affects the health of communities of color, specifically in Berrien County, Michigan. Additionally, Denard Fenaud has professional-level work involving delivering evaluation services to individuals in need of consulting through community-based services such as complete assessments and individualized service proposal plans and programming tools to assess the continuation of care needs. Denard says his tribe is men of color. John Sams has worked for the Boys & Girls Clubs of Benton Harbor for six years, and in those years, as Teen Unit Director, he has seen many youths lead successful lives. In

addition, he has been part of members receiving academic scholarships. Education Benton Harbor High School Class of 2003 Bachelors in Business Management from Manchester University. Masters of Science in Instruction and Curriculum. He is a published author of a book on fatherhood.

James Gunter and John Sams founded Present Pillars in July 2021. Initially, the conversation was around their nuances with fatherhood. However, as it progressed, they noticed little to no support for black fathers in their hometown of Benton Harbor,

Workshop Title: Government and civil society: grace and governance in social welfare

Workshop Presenters: Abby Foreman, PhD, MSW

Workshop Abstract: This workshop will examine the relationship between government and civil society, and will explore the concept of God's provision of common grace for His world and how this can frame our understanding of shared responsibility in social welfare.

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

- Explore the shared responsibility of government, nonprofits and churches in social services
- Understand concepts of common grace and pluralism in exploring diverse providers of social welfare and social services
- Reflect on perceptions of responsibility in social welfare

Level of Presentation: Basic

Workshop Track: Public Administration & Policy

Workshop Description: In the provision of social welfare in the United States, there is much attention paid to government programs and involvement. Civil society, by way of nonprofit organizations, both faith-based and secular, are also active in providing services in social welfare. It is often perceived in Christian circles that these two major actors are in conflict with one another. The outline for the workshop follows: 1. Interdependent relationships of government and civil society in social welfare. Topics covered: contract-for-services, public-private partnerships 2. Theoretical offerings that suggest a shared governance model that provides legitimacy to non-governmental actors and a shared responsibility in social welfare (pluralism). 3. The concept of common grace (Kuyper) will be presented as a way to examine our notions about the role of government and its' purpose 4. Workshop participants will reflect on their experiences and their views on government and civil society responsibility in social welfare 5. Resources will be shared for further readings and exploration

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Presenter Bio (s): Abby Foreman is a Professor of Social Work at Dordt University where she teaches in the BSW, MSW and MPA programs. She holds a PhD from the University of South Dakota in Political Science and Public Administration, an MSW from the University of Michigan with a focus on Management in Human Services, and a BSW from Dordt College. Abby has also held administrative positions in addition to teaching in the Social Work program. She has presented before at NACSW. Prior to teaching, Abby worked as an organizer for Bread for the World and as a service coordinator in a subsidized housing program for seniors.

Workshop Title: Examining education policies towards pregnant girls in sub-Saharan Africa

Workshop Presenters: Rachel Hagues, PhD Sara McCarty PhD (co-submitter)

Workshop Abstract: Research shows that girls who complete secondary school have more positive outcomes than those who do not. However, some countries still ban girls from continuing school after unintended pregnancies. Using Gallop World Data, we utilized annual surveys to explore the impact of these policies on economic outcomes at the country-level.

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

- Understand how a country's education policy can impact the human rights, and ultimately life outcomes, of its youth.
- Learn how a country's dominant religion can influence policy.
- Discuss ways Christians and social workers can advocate for macro level change in policy and practice to defend the poor and marginalized.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Public Administration and Policy

Workshop Description: Key topics: "Review of the literature, including: impact of education on girls' outcomes, whether or not religion provides protective factors for girls at the macro level, impact on regressive vs. progressive policies on country-level outcomes (15 min) "Theological grounding (5 min) "Theoretical grounding (5 min) "Methods (5 min) "Findings (10 min) "Discussion (10 min) "Implications for Social workers and Christians (10 min) Research shows that girls who complete secondary school have more positive outcomes than those who do not (Hagues & McCarty, 2022). For example, past research has shown that continued schooling of young women correlates with lower infant mortality rates (Shapiro & Tenikue, 2017) and delay of childbirth (Hagues et al., 2016). However, teenage pregnancy is especially high across the African continent -- especially sub-Saharan. Researchers utilizing Demographic and Health Surveys (DHS) found that five countries in East Africa ranged from an 18% rate of teen pregnancy (Kenya in 2014), to 25% in Uganda (2016), to 27% in Tanzania (2015), to a 29% rate in Malawi in 2016 and Zambia in 2014 (Wado, Sully, & Mumah, 2019). Despite the positive outcomes that finishing school brings, some countries still ban girls from continuing school after unintended pregnancies. Still, the World Health Organization (2017) explained that when it comes to policies and programs related to family planning, often much of the opposition to family planning has come from religious institutions. We were interested in exploring the role of religion as it impacts policy and practice, specifically as it relates to teenage pregnancy and whether or not teenage moms are supported if they want to return to school after giving birth. Using Gallop World Data, we utilized annual survey data from select sub-Saharan African countries with detailed questions on economic, demographic, religious, and health measures to explore the impact of education policies on the education outcomes for girls compared with boys. We also compared the same countries' laws around young women's participation in school, particularly after becoming pregnant, to determine if there is a significant difference across countries' economic outcomes. Our findings could drive reform within countries who may still hold antiquated policies towards girls and their access to basic human rights, such as an education, especially if there are country-level economic implications. Findings are discussed using an ecological systems framework (Bronfenbrenner, 1994); these could help inform the development of interventions which build on protective factors to lower a girls' risk for early pregnancy. Finally, this work has implications for social workers doing international work, as well as Christians supporting and involved with international missions. The Christian and social work commitment to the pursuit of justice, human flourishing, and human rights provides theological undergirding to this research.

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Presenter Bio (s): Rachel Hagues is an Associate Professor in the Department of Social Work at Samford University, in Birmingham, Alabama, USA. Her research goals center around providing voice to vulnerable populations and confronting oppression. She has worked many years in a remote community in Tanzania with women and girls, developing community-based solutions to gender discrimination. Rachel also researches the social work response to the global refugee crisis in hopes to learn best practices to prepare social workers to best respond. Rachel teaches courses on Human Rights, Social Justice, Social Work Ethics, Diversity and Multiculturalism, and Community and Global Development.

Workshop Title: Building Leaders in Cultural Diversity

Workshop Presenters: Joy Hammond, BSW

Workshop Abstract: "How would you bring more cultural diversity discussion?" This was the question that was asked to a class of BSW seniors and ignited the creation of a cultural diversity program that following semester. This workshop discusses how the program was created and how it can apply to community social work.

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

- Gain knowledge of how to create and implement cultural diversity education programs within academic departments and communities.
- Be better equipped at leading specialized events to provide opportunities to engage in open dialogue on cultural competence.
- To initiate discussion on the role and responsibility of Christians on the topic of cultural diversity and how to take action.

Level of Presentation: Basic

Workshop Track: Administration & Work with Organizations

Workshop Description: Cultural diversity and racial equity are topics that are most debated today within the Christian community. For those working in social work, it is

critical to be skilled in active listening and cultural competence when working with people from other backgrounds, cultures, and religions. Most of a social worker's knowledge comes from the education and experience he or she received before becoming a licensed professional. With racial and cultural discrimination on the rise, since the murder of the George Floyd in 2020 and Covid-19 pandemic, it is imperative to provide individuals with opportunities to engage in difficult dialogue and discussion to become agents of change in their community. One example of this would be the implementation of events that create engagement and growth in cultural competence outside of academic and professional settings. The question, "How would you bring more cultural diversity discussion?" prompted an examination of the social work curriculum by a class of BSW seniors at a University in Mechanicsburg, Pennsylvania, and the creation of a cultural diversity outreach program that following semester. The purpose of this workshop is to share how the program was created and how it can apply to community social work and faith. The key topics will involve how to turn a thought into a plan of action, using community resources to fulfill an identified need, how establish a leadership and educational program, and the role that Christians have in the conversation of cultural diversity. Each section will be covered within ten to fifteen minutes. The workshop and its contents are supported by current research articles and peer revision.

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Presenter Bio (s): Joy Hammond, BSW. is the office manager at Meals on Wheels of Lancaster in Pennsylvania. She received her bachelor's degree at the Messiah University in May'21. This is her second time presenting at a national conference after co-leading the workshop "Covid-19 and Anti-Asian Sentiments" with Dr. Charlene Lane, Phd., LCSW. in Nov. 2021. Hammond has over six years of experience in cultural immersion, leadership development, and program initiation due to the leadership positions she held while at Messiah and while abroad in Costa Rica (Jan. 2020-Apr. 2020). Throughout her undergraduate education, Joy Hammond interned at Christ Cornerstone Academy, Brethren Housing Association, Social Science Fellows, Academic Advising, and Families United Network. She also researched and implemented a cultural diversity program within the social work department at Messiah University in 2020-2021.

Workshop Title: Toxic Masculinity! Wait, Masculinity is not Toxic!

Workshop Presenters: Anthony Harris, LCSW, LADC

Workshop Abstract: Toxic masculinity! A term that places a negative connotation on the very nature of men! This seminar will address toxic masculism while educating and encouraging men about the importance of their masculinity and how we can use our masculinity to perform our God-given roles minus the toxicity of sexism and chauvinism attributed to masculinity.

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

- Learn and understand the definition of masculinity and toxic masculinity.
- Understand God's design of masculinity and what that means for marriage, family, and society as a whole
- Learn ways in which we can teach our sons the beauty and strength of their own masculinity.

Level of Presentation: Intermediate, Advanced

Workshop Track: Human Development

Workshop Description: 1) Brief Outline- Introduction of topic (5 minutes) - Key definitions (10 minutes) - What is God's idea of masculinity (10 minutes) - Why is it called toxic masculinity (20 minutes) - The sociology of toxic masculinity (30 minutes) - Questions & Answers (15 minutes) 2) Spiritual Component - When God created man, he created him with certain traits that distinguish men and women. 3) This presentation uses latest research on toxic masculinity explaining both the social and spiritual/religious aspects of the topic 4) This session is more of an informational and educational session designed to inform the student of the social and religious ramifications of this topic.

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Presenter Bio (s): Anthony Harris is the founder and Senior Pastor of The Power Center Church in Las Vegas, Nevada. He is also a Licensed Clinical Social Worker and Licensed Alcohol & Drug Counselor in the State of Nevada with a Bachelor of Science degree in Human Services and a Master of Social Work degree in Social Work from the University of Nevada, Las Vegas. He is the Clinical Director of Whole & Healthy Life Management Services, a Christian-based counseling agency addressing the mental health, behavioral health, and family health of the African American community from a Christian perspective. He promotes a "whole and healthy" lifestyle of the spirit, soul, soma, and social life for individuals, marriages, and families. He is a public speaker and seminar presenter addressing mental health and social issues. He is married to Elnora Harris with three wonderful children, Sydni, Regan, and Anthony.

Workshop Title: "I know that God will take care of us": Faith and Hope in a Time of Despair

Workshop Presenters: Courtney LK Haworth, LMSW, MDiv

Workshop Abstract: During COVID-19, the Emergency Meals-to-You (eMTY) program delivered boxes of food to rural children across the United States. This presentation explores the common thread of faith and hope that was woven through the participants' narratives of their experience during the pandemic and with the eMTY program, and the implications for social workers.

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

- Gain an understanding of the Emergency Meals-to-You program and the results of the qualitative study.
- Engage with case studies to deepen knowledge of the experience of rural Americans during the COVID-19 pandemic.
- Explore the intersection of faith and food security and consider the implications for ethical social work practice.

Level of Presentation: Intermediate

Workshop Track: Faith & Justice

Workshop Description: The presentation will begin with a 10-15 minute overview of the Emergency Meals-to-You program. Then 5-10 minutes for Q&A after this overview. Time stood still for thousands of families with school-aged children living in the US when the COVID-19 pandemic hit and schools began shifting to virtual learning. With nearly 29.6 million children utilizing the National School Lunch Program offered by the USDA, one of the biggest concerns was how schools were going to continue feeding kids (USDA, 2022). For many families in rural areas this problem was exacerbated due to limited transportation and access to congregate feeding sites hosted by school districts. Thus, many rural families found themselves without their normal sources of food for their

children. In response to this urgent need, the USDA and the Baylor Collaborative on Hunger and Poverty (BCHP) partnered to deliver shelf-stable meals to children in rural areas across the country in the Emergency Meals-to-You (eMTY) demonstration project. From April to August 2020, eMTY delivered nearly 40 million meals to over 270,000 children in 43 states and Puerto Rico (BCHP, 2020). I will transition to discussing the qualitative study and will present 2-3 case studies for 20-30 minutes. I will provide discussion questions for each case study and ask for audience participation in a 5-10 minute discussion. EMTY was evaluated through a qualitative study in late 2020 and early 2021. The study included hour-long phone interviews with household participants of eMTY. The research team sought to learn about the experiences of rural families during the pandemic, generally, and with the eMTY program, specifically. Throughout the analysis of the qualitative data, we noticed a common theme of faith and hope interwoven in the narrative responses of the interview participants. During this presentation, social workers and ministers will engage with the voices of the eMTY participants through direct quotes of both passive "thank God" and active "I trust in God, and everything else" mention of faith. I will then present for 10-15 minutes on the intersection of faith and food security and consider the implications for ethical social work practice and close with 5-10 minutes of Q&A. Christians have always had a deep investment in feeding the hungry. In the Gospel of Matthew, Jesus tells his disciples that when they feed the hungry, they are feeding him "for I was hungry and you gave me food" (New Revised Standard Version, 1989, Matt. 25:35a). And according to the Duke Sanford World Food Policy Center, "faith communities have long led hunger relief efforts and other forms of food assistance through charity" (Treyz, et al., 2021). I will explore questions like: As Christian social workers, how can we treat our clients as wholistic beings with spiritual and physical needs? How can we address the issues of food insecurity and spirituality while maintaining boundaries that support our clients and promote dignity?

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Presenter Bio (s): Courtney LK Haworth, LMSW, MDiv (she/her/hers) Courtney earned her MSW from Baylor University's Diana R. Garland School of Social Work and her MDiv from Baylor University's George W. Truett Theological Seminary in Waco, TX. She is a licensed master social worker in the state of Texas and works as a member of the research team at the Baylor Collaborative on Hunger and Poverty (BCHP). Her current research primarily focuses on food security/sovereignty, environmental justice, rural child hunger, faith and food insecurity, and the intersection of hunger and disability. She has previously served in roles as a social work intern in the hospital emergency department and in hospice care. She has also worked as a resident chaplain at Baylor University and as a college minister at a local church.

Workshop Title: Piloting Mental Health First Aid in Uganda: Lessons learned

Workshop Presenters: Krystal Hays, PhD, LCSW Jennifer Costello DBH, LCSW

Workshop Abstract: Research suggests that there is a high prevalence of mental disorder among post-war Ugandans. This study describes the lessons learned from piloting Mental Health First Aid, a standardized evidence-based early intervention model, with churches throughout Uganda. Considerations for cultural adaptations of EBPs will be discussed.

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

- Describe the mental health needs among Ugandans
- Understand the components of Mental Health First Aid and its evidence base
- Describe the challenges and possibilities when implementing Mental Health First Aid in churches in developing nations like Uganda.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Research & Practice with Ethnically Diverse Populations

Workshop Description: Between 1986 and 2006, northern Uganda suffered from civil unrest claiming an estimated 63,826- 99,941 civilian lives. An estimated 400,000 Acholi people were left homeless, while 1.7 million people lived in these IDP camps across the region at the height of the conflict (Amone-P'Olak, Ovuga, Croudace, Jones, & Abbott, 2014). Research suggests that there is a high prevalence of mental disorder, including post-traumatic stress disorder (PTSD) among post-war Ugandans (Vinck, Pham, Stover, & Weinstein, 2007). One study reported 35.5 % of Ugandan study participants had experiencing high traumatic events during their childhood and 23.0 % indicated coming from families with psychiatric disorder history. Although the prevalence of mental problems in this population is high there are few formal mental health treatment options for Ugandans. Individuals are more likely to talk to pastors in times of distress than mental health professionals. However, beyond providing prayer and scriptural based encouragement, pastors/clergy are limited in their responses to individuals experiencing mental and emotional problems. Pastors and clergy in Uganda are in need of psychoeducation and practical tools to address the number of mental health problems present among their congregants and community members. Mental Health First Aid is an evidenced based intervention designed to provide individuals, like pastors, with basic knowledge and skills to identify and address mental health concerns. This is an 8-hour course, facilitated by a certified trainer, and teaches individuals how to identify, understand and respond to signs of mental illnesses and substance use disorders. Just as CPR training helps a person with no clinical training assist an individual following a heart attack, Mental Health First Aid training helps a person assist someone experiencing a mental health crisis such as contemplating suicide. Mental Health First Aiders learn a single 5-step strategy that includes assessing risk, respectfully listening to and supporting the individual in crisis, and identifying appropriate professional help and other supports. Participants are also introduced to risk factors and warning signs for mental health or substance use problems, engage in experiential activities that build understanding of the impact of illness on individuals and families, and learn about evidence-supported treatment and self-help strategies. This intervention has been implemented and tested in countries around the world and various cultural contexts. This current study sought to pilot test MHFA in Christian church members and leaders in Uganda. This study revealed several considerations when implementing evidenced based interventions in developing nations. Challenges with country infrastructure, technology access, participant literacy, and cultural perceptions of mental illness are discussed.

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Presenter Bio (s): Dr. Krystal Hays is the Director of the Doctor of Social Work Program at California Baptist University. She is also a Licensed Clinical Social Worker with experience providing psychotherapy and capacity building in community mental health settings. As a social work researcher Dr. Hays focuses on reducing the burden of depression and other mental illnesses and improving mental health treatment outcomes for African Americans. Also, her research explores ways that religiosity influences mental health outcomes and suggests that increased partnerships between mental health professionals and clergy can improve mental and emotional wellbeing in African American communities. She has several refereed journal publications and is involved in community based research projects.

Prof. Jennifer Costello is an Assistant Professor and Field Director at California Baptist University. She is a Licensed Clinical Social Worker with experience in direct social work practice. Her research interests are focused on military/veterans and their families and integrated behavioral health. She seeks to understand how individuals seek mental health services from primary care and faith-based organizations so we can bring mental health services and interventions to those locations. She is committed to developing interventions that address both physical and mental health and can be utilized in non-specialty mental health clinics and helping build organizational capacity to address the mental health need of the community.

Workshop Title: Developing Trauma Informed Ministries Within Places of Worship

Workshop Presenters: Vianette Hernandez, LCSW, DSW

Workshop Abstract: The Latino population experiences unique circumstances that increase the likelihood of experiencing mental illness. Nonetheless, many are more likely to seek support from clergy than from mental health providers. This presentation focuses

on equipping social workers and ministry leaders on developing trauma informed ministries in places of worship.

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

- Identify key barriers for accessing mental health treatment among the Latino population and how the church can serve as a protective factor.
- Define trauma informed ministry.
- Identify practical steps for developing trauma informed ministries in places of worship.

Level of Presentation: Advanced

Workshop Track: Research and Practice with Ethnically Diverse Populations

Workshop Description: Research suggests the prevalent stigma associated to mental illness within religious and spiritual settings and within Latino communities. Moreover, research suggests that many people, especially of color, are more likely to seek support in their places of worship than from a mental health provider, but that spiritual leaders do not always feel equipped to support people experiencing mental health needs. The purpose of this presentation is to emphasize the role of the church as a protective factor and to equip leaders to develop trauma informed ministries within their places of worship. By identifying barriers in the system and how developing trauma informed ministries could assist in eliminating those barriers, the desire is to provide practical and trauma informed ways to address situations that arise when mental illness and trauma experiences are present. Overall, this presentation will focus on three components. The first component includes identifying gaps in the literature and reasons leading to the development of this project. During this time, approximately 15 minutes, we will discuss statistics about mental illness, particularly within the Latino community, the need for trauma informed ministries, and research showing that ministry leaders feel ill-equipped to manage mental illness situations. Moreover, data and feedback received during the pilot trainings and the focus group conducted will be highlighted. The second component, about 30 minutes, will be to discuss the project itself which entails the training developed in English and in Spanish. Components of the training developed include assessing what others know, lecture, and discussion. During this time, participants will have the opportunity to practice and brainstorm, through various scenarios, ways they would use the trauma informed principles within their place of worship. The final component, about 15 minutes, will be to share the resources developed regarding how to develop trauma informed ministries. This will include copies of PowerPoint slides along with specific questions and points that can be considered when developing a trauma informed ministry. Participants will also have the opportunity to see the physical copy of the facilitator's guide developed in both English and Spanish. To raise awareness of mental illness and trauma and to decrease stigma, the training developed draws from Biblical examples where mental illness and trauma experiences are outlined. The resources provided will not negate the Bible but rather enhance our ability to promote the message of the gospel in words and action. The hope is to provide a

practical tool that helps equip ministry leaders in gaining knowledge of mental illness, trauma, and trauma informed care, in order to assist in developing places of worship where we can bridge the gap between faith and mental health by showing the love of Christ while also promoting others' psychological, emotional, and spiritual wellbeing.

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Presenter Bio (s): Vianette Hernandez is a licensed clinical social worker at Clifford Beers Clinic in New Haven, CT, where she serves children, youth, and families as a bilingual clinician and program manager in the Mobile Crisis Intervention Program. She obtained a BA in Psychology with a minor in Sociology from Fairfield University in 2012, a Masters of Social Work Degree from University of Buffalo School of Social Work in 2014, an LCSW in 2018, and in May 2022 will be graduating from Southern Connecticut State University's Doctorate of Social Work program. Previous presentation experience includes poster presentation while in college at the New England Psychology Association Conference for the replication of the Clark and Clark study. Previous

professional experiences and areas of interests include faith, victim advocacy, trauma informed care, Latino services, resilience, and crisis intervention.

Workshop Title: Connecting Social Work to Social Entrepreneurship: A Student Experience

Workshop Presenters: Jennifer Hollenberger, MSW, LCSW, PhD ABD Grace Anne Shaw BSW Student Tim Sweet, MDiv

Workshop Abstract: Social work addresses some of the largest ills that face our society and Christian social workers strive to take a redemptive approach. In this session, an undergraduate social work student will discuss her experience connecting her social work skills and passion for social entrepreneurship and share her award-winning entrepreneurial idea.

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

- Identify the ways in which social work students can collaborate with other disciplines within the social sciences.
- Understand and articulate the importance of redemptive social entrepreneurship within Christian Higher Education and Christian Social Work education
- Increase knowledge of social entrepreneurship, and how entrepreneurial principles and practices can create positive, innovative and sustainable impact.

Level of Presentation: Basic

Workshop Track: Social Responsibility & Entrepreneurship

Workshop Description: Social entrepreneurship is an influential instrument used to confront poverty, impact societal transformation, and promote growth within the marketplace (Saebi et al, 2019). Like social entrepreneurship, social work also addresses some of the greatest problems that face our society. More specifically, Christian social workers who strive to take a redemptive approach might want to consider the intersection of social work practice with social entrepreneurship. The global maternal mortality rate remains surprisingly high even though it is largely preventable (Yamin, 2013). Leading causes of maternal death include infection, hemorrhage, high blood pressure, delivery complications, unsafe abortions, and malnutrition leading to anemia (Purdy 2019). According to the World Health Organization (WHO), approximately 810 women a day died of preventable causes related to pregnancy and childbirth in 2017 and 99% of the world's maternal deaths exist in developing nations (Purdy, 2019). Using technology and innovation, social entrepreneurs work to advance and solve problems. To address the global maternal mortality rate, social entrepreneur and BSW student, BLINDED, tells the following story: "This summer, my world shook when I learned the story of Mahabouba Muhammed. Mahaboaba is a 14-year old Ethiopian girl who couldn't afford a midwife to help her deliver her baby. When she tried to give birth on her own, she ended up in

obstructed labor. After 7 days she fell unconscious. When she woke up she found her baby was dead and she had no control over her bladder or bowels. She couldn't walk or stand because of the nerve damage. People called her a curse, cast her out from the village, and left her no choice but to army crawl for a day to beg for the help of a missionary who nursed her back to health. Mahaboaba narrowly escaped death, but every day, hundreds of women do not. Worldwide, every 2 minutes, a woman dies from complications in pregnancy or childbirth, and almost all of these deaths are preventable." The key to saving these women's lives is providing access to quality care before, during, and after pregnancy. But hospitals are few and far between in rural Africa, and midwives are often expensive or undertrained. Using a redemptive social entrepreneurship framework, which aims to advance solutions to specific social problems from a faith-based perspective with a stronger motive to point people to Christ, BLINDED, suggests lifeBus as a means to empower women with resources and support needed to deliver babies safely. This student-led workshop is designed to demonstrate how social work and entrepreneurship can work together in academic settings through an experiential lens. It will introduce participants to the literature surrounding maternal death rates, the work of social entrepreneurship, and redemptive social work practice.

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Presenter Bio (s): Jennifer Hollenberger, MSW, LCSW is Assistant Professor of Social Work and Field Education Director at Grove City College in Grove City PA. She is also presently a PhD candidate at Baylor University with a research interest surrounding medical decision-making within maternal health. She earned her MSW from the University of Pittsburgh in 2011 and is a Licensed Clinical Social Worker in PA. She has practiced social work in medical, mental health, private practice, and community settings for over a decade and was drawn to faith-based education in hopes to empower the next generation of clinicians to integrate faith ethically and competently into social work practice.

GraceAnne Shaw, is a junior at Grove City College where she is double majoring in Social Work and Biblical and Religious Studies and minoring in Missional As a freshman, she participated in Grove City College's Elevator Pitch Competition where she connected her passion for social justice with entrepreneurial practices. She enjoys working on her family orchard in the summers, discipling young women, and singing with friends. In the future, she is interested in strengthening the relationship between social work resources and church outreach to further human flourishing in the name of Jesus. This is her first presentation at the NACSW convention.

Tim Sweet is an Associate Professor of Entrepreneurship and Chair of the Entrepreneurship Department at Grove City College, having taught there since 2010. He earned a Bachelor of Music degree from Grove City in 1985 and a Master of Divinity from Pittsburgh Theological Seminary in 1988. Prior to his time teaching at Grove City, Tim served as a pastor for 13 years and worked in the business world for 10 years. He teaches courses in entrepreneurial thought and practice, content marketing, search engine optimization, sales, social enterprise, and redemptive entrepreneurship. He has a particular interest in the ways that churches and pastors can benefit from entrepreneurial thinking and how businesses can create redemptive impact and value for the communities they serve.

Workshop Title: Helping students develop practice skills with diverse simulated clients

Workshop Presenters: Ariel Hooker Jones, PhD, LCSW Jill Schreiber PhD, LCSW
Boluwatife Ojewande

Workshop Abstract: It is essential that students learn to communicate about difficult topics such as faith and race, since these identities are often central to both practitioners and clients. This session explores how teaching with simulated clients allows students to practice working with people of different faiths, races and other social identities.

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

- Learn how social work practice courses can be designed to help students practice skills addressing religion, race and other social identities.
- Be exposed to methods of utilizing simulated clients and challenges of managing a simulated client program.
- Hear the student experience with simulated clients. Research using both quantitative and qualitative research methods will be shared

Level of Presentation: Intermediate

Workshop Track: Social Work Education

Workshop Description: The development of practice skills with diverse populations is a critical component of social work education (Educational Policy and Accreditation

Standards 2015). It is important for students to learn to communicate about difficult topics such as faith and race, since these identities are often central to both practitioners and clients. For example, how can a conservative Christian support a liberal Christian who is questioning? Or how can a Catholic clinician discuss purpose and meaning with a Muslim client? Since all social workers need to learn to communicate effectively with different social identities, we hired simulated clients with diverse identities and back stories to work with students. Working with these simulated clients allowed students to address unconscious biases and practice dialoguing skills with individuals of varied backgrounds and experiences. Although simulated clients are used by many institutions using the OSCE format (Bogo et.al, 2017). It is also possible to use simulated clients as an ongoing training lab where students can practice the skills that they have learned in class. This provides the advantage of learning to recover from mistakes, observing a case from assessment through ending, and being able to practice the clinical language and professional skills with peers. Using simulated clients throughout pedagogy increases practice readiness for field. At our small regional college, the simulated clients were used to teach individual practice classes with undergraduates and at the foundation level in the MSW program. Simulated clients were also used in a fishbowl format for our undergraduate group practice class. Simulated clients were screened and hired to represent a diverse range of clients and the backstories increased the complexity of the cases. For example, a simulated client may be struggling with his faith and gender identity, or a black client may be struggling with forgiveness after a police encounter. The issues of diversity were not only part of the implicit curriculum, but they were also part of the explicit curriculum. For example, in individual classes the simulated clients' intersectionality was discussed by the class and by lab groups. In the group practice class, the simulated clients played the role of people mandated to attend a "diversity sensitivity psychoeducation training" and students were assigned to lead the group covering topics such as social identity, discrimination, and stereotyping. The groups took place in a fishbowl format, allowing the class to observe the group. Research with our students has included pretest and post test with the Diversity and Oppression Scale and focus groups. We have found that students develop skills working with simulated clients, including the ability to be reflective about their practice, are better able to recover from mistakes and more equipped to engage in difficult conversations with topics such as religion, race and suicidality.

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Presenter Bio (s): Dr. Ariel Hooker Jones is an assistant professor in the social work department at Southern Illinois University Edwardsville. She has an MSW from the University of Illinois (2006) and a PhD in Family Therapy from Saint Louis University (2017). She is a licensed clinical social worker with several years of experience working in schools and community mental health agencies. Her research interests include mental health treatment and disparities, play and resilience - especially as it relates to ethnic minority populations, and social work pedagogy. She primarily teaches social work practice courses including Group Work Practice, Practice with Individuals and Families, and Counseling Skills Development. She has presented at CSWE and other conferences but this is first time presenting at NACSW.

Dr. Jill Schreiber is an Associate Professor in the social work department at SIUE. She has a MSW and PhD from the University of Illinois. 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 research methods. She has presented multiple times at NACSW, CSWE and other conferences.

Boluwatife Ojewande is a graduate student in the department of Social Work, SIUE. Her Bachelors in Linguistics is from University of Ibadan, Nigeria. She has a master's degree from the Department of Applied Communication Studies, SIUE. She is currently assisting Dr. Jill Schreiber on qualitative research that centers on simulated clients in social work education. She has presented at the Central States Communication Association. This is her first time presenting at NACSW.

Workshop Title: Role of Religion and Spiritually in Navigating the Carceral State

Workshop Presenters: Brent In, PhD Thomas Kenemore PhD

Workshop Abstract: Carceral citizens' reentry success prediction privileges deficit based dynamic and static factors, rather than strength-based social and psychological factors. A qualitative study that explored the actual life experience of people burdened with criminal backgrounds and periodic homelessness found religion and spirituality to be important factors for successful reentry.

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

- Understand the issues facing the carceral citizens who are homeless
- Identify the limitations of the current housing and reentry programs from culturally sensitive, transformative, and capacity-building perspectives.
- Address the need for privileging religion and spiritual factors in designing and implementing housing and reentry programs.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Research & Practice with Ethnically Diverse Groups

Workshop Description: Current policies and services impacting people with criminal backgrounds are primarily informed by an objective view of the reentry population that emphasizes the criminal components of their histories rather than social, psychological, and religion/spiritual factors that promote long-term reintegration. Few studies have focused on the actual experience of this oppressed and population, creating a deficit in our understanding of what they need and want and how they experience reentry. The purpose of this qualitative study reported here was to discover the actual life experience of folks who carry the burden of a criminal background and periodic homelessness as they navigate their social worlds. Listed below are the themes that emerged which include extreme and ongoing challenges facing the participants, and essentials of successful navigation of their lives in a carceral state. 1 Current challenges included: (15 minutes presentation) a. injustice awareness b. isolation c. the weight of the past including family and community histories d. incarceration and overwhelming reentry from prison e. and episodic homelessness 2. Essentials for successful navigation of the carceral state included" (30 minutes presentation) a. recognition of personal change and a realization of their own goodness b. maintaining a constant hyper-vigilance c. staying strong and focused d. having individualistic initiative and a strong work ethic e. maintaining a religious or spiritual sense of hope f. having stable housing and support to keep them going and, lastly, helping others The findings suggest that while folks with criminal backgrounds do need stable housing, job training and employment opportunities, effective use of such programs and resources requires relational support (i.e., prosocial others such as family, friends, and faith organizations), spiritual validation, opportunities, and ongoing recognition of their internal goodness. However, religion and spirituality played an important part in the study participants' struggles and perceived progress. Most saw themselves as religious or "believers", though few were intimately involved in a church. Attending church or engaging in religious activity was more often seen as having social value. On the other hand, spirituality involved a personal relationship with the divine as an important figure in their hope, compassion, forgiveness, epiphany, mercy, and gratefulness. It was a manifestation of self-evaluation in those who found a sense of connectedness to God or a higher power, as Prophet Isaiah spoke about in Isaiah 25:4 (NIV). You have been a refuge for the poor, a refuge for the needy in their distress, a shelter from the storm and a shade from the heat. For the breath of the ruthless is like a storm driving against a wall. Therefore, these religious and spiritual experiences need to be built into and centralized in services and policies aimed at helping them. Failure to

privilege these real issue needs of the homeless carceral citizens may perpetuate their systemic oppression and violate the Social Work code of ethic of cultural sensitivity, responsiveness, and relevancy. Also, future research that explores the experience of those who have not been as fortunate as this study's participants will further inform service and policy advocates about the real needs and desires of people experiencing the Sisyphean burdens of navigating successfully in a carceral world.

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Presenter Bio (s): Dr. Brent In, PhD, LCSW is an Assistant Professor at the Chicago State University. He has an extensive practice experience in the fields of Social Work and Criminal Justice. He retired as a Senior United States Probation Officer after 23 years of service and worked as a Medical Social Worker at the Cook County Jail for 19 years. His research interests are in reentry workforce development programs, mental illness and crime, correctional social work, spirituality, and evaluation research. He has presented at numerous international and national conference since 2015.

Thomas Kenemore, Ph.D., LCSW, was Professor (ret.) in the Master of Social Work Program at Chicago State University for 14 years, until 2017, and is currently teaching as a Senior Lecturer in the Loyola University Chicago School of Social Work. He served as Editor of the *Child and Adolescent Social work Journal*, and maintained a private psychotherapy practice 26 years. His current research interests are in returning citizens,

housing, reentry, and spirituality. He has presented his works at numerous International and national conferences.

Workshop Title: Undergraduate Social Work Students' Perspectives on Environmental Justice

Workshop Presenters: Anupama Jacob, PhD Louise Huang PhD

Workshop Abstract: Presenters at a Christian university will discuss undergraduate social work students' perspectives on the interconnectedness of environmental justice and human flourishing as well as both disciplinary contributions and opportunities for interdisciplinary collaborations to guide meaningful action on climate change and environmental stewardship.

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

- Understand the concept of environmental justice and its impact on human flourishing.
- Describe undergrad social work students' perspectives on disciplinary and interdisciplinary contributions to support environmental stewardship and human well-being.
- lis

Level of Presentation: Intermediate

Workshop Track: Faith & Justice

Workshop Description: The unequivocal environmental changes stemming from climate change and urbanization are being recognized as one of the key challenges confronting our societies today (Intergovernmental Panel on Climate Change, 2021). The U.S. is apparently not immune to these changes and has witnessed the impacts of natural disasters, increasing pollution, drought, and geographical disparities on human, social, economic, and political systems (Kemp & Palinkas, 2015). Furthermore, environmental challenges have been found to disproportionately affect the more disadvantaged and marginalized communities within our society by straining not only individuals' physical and emotional health and coping capacities, but also household resources, social support networks, weakened infrastructures, and available safety services (Kemp et al., 2016). Environmental issues thus have social justice implications in the ways they significantly influence human well-being and their ability to flourish (Edwards et al., 2016; Thompson, 2020). The American Academy of Social Work and Social Welfare has also identified "create social responses to a changing environment" as one of the 13 Grand Challenges for the social work profession (Grand Challenges for Social Work, n.d.). Research indicates that education is the single predictor of public climate change awareness (Lee, et al., 2015). A recent study, part of the Education International Climate Change Education (CCE) Ambition Report Card, in fact, emphasizes the need for CCE

across all levels of education and disciplines to foster intersectional and transdisciplinary civic engagement in the pursuit of environmental justice and human flourishing (Kwauk, 2021). Furthermore, the underlying principle of environmental stewardship and sustainability actually stems from Christianity (Pope Francis, 2015; Richter, 2020). As educators at a faith-based institution, we thus have the unique opportunity to engage our students in conversations about theological and biblical perspectives on environmental stewardship and our responsibilities towards both the physical environment and human well-being (Anderson, 2013; Luetz et al., 2018). Drawing on focus group discussions, the presenters will present undergraduate social work students' perspectives on (1) the interconnectedness of environmental justice and human flourishing; (2) their disciplinary role in addressing this complex topic and opportunities for interdisciplinary collaborations; and (3) how their faith guides their perceived responsibility towards environmental stewardship and its relationship with human flourishing. Presenters will also offer ideas for interdisciplinary courses and/or service-learning opportunities that allow students to collaborate across disciplines, both within the university setting as well as in the community; ultimately, leading to a shared vision for environmental mitigation that is equitable, inclusive, and just (Kemp et al., 2015).

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Presenter Bio (s): Anupama Jacob is an associate professor in the Department of Social Work and was APU's interim director of undergraduate research in fall 2019. She received her Ph.D. in Social Welfare from the University of California, Berkeley. She has presented at major national and international conferences including the United Kingdom Social Policy Association, Council on Social Work Education, and the North American Association of Christians in Social Work meetings. Jacob's primary area of research focuses on poverty and inequality in the United States. Prior to starting her Ph.D. program, she worked as Publication Manager at the Center for Social Development, a research and policy center at Washington University in St. Louis. Jacob also served as a commissioner on the Council on Social Work Education's Commission on Research for six years.

Louise Ko Huang, is the Director of the Center for Research in Science, Honors College Faculty Fellow, and Assistant Dean of the College of Liberal Arts and Sciences at Azusa Pacific University. Huang received her Ph.D. in agricultural and environmental chemistry from the University of California, Davis. She has presented at several professional conferences including the American Scientific Affiliation National Meetings and the Southern California Conference of Christians in Science. Huang's area of teaching and research lies in environmental stewardship and sustainability. She has several peer-reviewed publications and two U.S. patents filed through her graduate research.

Workshop Title: Putting Humpty Together Again: Innovating Conflict Communication

Workshop Presenters: Kay Julien, MEd, PhD

Workshop Abstract: Ephesians 3:17 exhorts us to be rooted in love, but disagreements can quickly pull us away from this mandate. Old patterns of communicating in conflict no longer seem to be working. This session prescribes innovating our interactions with practical skills that enable client and practitioner to move forward with new precision in this arena.

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

- Articulate conflict transformation theory and how it interfaces with the Christian faith for integration as organizing principles in social work direct practice.

- Describe the core transformative elements of empowerment and recognition and how these are developed in the individual to support clients' growth in these two areas.
- Identify practical skills for their personal conflict situations and make intervention applications for empowering clients to deal with the conflict in their lives.

Level of Presentation: Intermediate

Workshop Track: Direct Practice, Individuals, Couples & Families

Workshop Description: Encompassed in the compassion of social work is the desire to enhance clients' personal capacities to deal with the presenting difficulties. As clients are in conflict " either internally or interpersonally " social workers need to understand effective communication skills if they are to empower clients with competence, rather than simply give directive advice (Lishman, 2020). The principles and practices of conflict transformation uphold this perspective and can make a significant contribution to the practitioner's active pursuit of these objectives. Additionally, the framework is particularly compatible with Christianity. The content of this cross-disciplinary workshop is based largely on the transformative approach to conflict articulated by Bush and Folger (1994, 2005), but is also informed by psychosocial research in differentiation of self and interpersonal conflict in both secular and Christian contexts (e.g., Bowen, 1978; Skrowan, 2000; Avnir and Shor, 1998; Griffin and Apostol, 1993; Regina, 2000; Freidman 1985, Leibert, 2000; Boers, 1999). Transformative practice emphasizes the importance of human relationships, upholds the individual's dignity and worth, and underscores enhancing personal capacities. The configuration leaves ample room to include and address the essential principles of cultural competence and is a well-researched intervention that interfaces smoothly with clinical experience and ethics for direct practice. The purpose of the session is to introduce participants to the theory and practice of conflict transformation, and to instruct them in strategic skills for immediate application to practice or ministry. Scriptural Interface 10 min. First, a scriptural foundation for the instruction and demonstrate the integration of this approach with the Christian faith, showing how biblical principles inform the practice of conflict transformation. Transformative Practice 15 min An explanation of the transformative paradigm for responding to interpersonal discord and how it corresponds to the social worker's compassion and service in action. The core transformative elements of empowerment (strength of self) and recognition (consideration of others) will be examined, as well as how individuals can access their inherent capacities in these areas. Assessment 10 min This topic will include examples of indications of a lack of empowerment and recognition in the client's presentation, as well as examples of behaviors that reflect when positive shifts in these dimensions occur in the client. Skill-Building 20 min. The focus of the workshop will be on presenting specific skills that practitioners can immediately employ with their clients. These will enable attendees to actively engage in supporting clients' transformation of negative conflict interactions. 5 min. Q&A

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Presenter Bio (s): Dr. Kay Julien is a psychologist and private practice conflict transformation coach in Orlando, FL. She was awarded an MEd in 1983 from the University of Georgia, Athens, GA, and PhD in 2009 from Trinity Theological Seminary, Newburgh, IN. A returning presenter at NACSW since 2010, Kay is an experienced speaker on the transformative approach to conflict and its application to both national professional and faith-based contexts. In addition to her decade of one-on-one coaching, Dr. Julien has promoted clear communication skills for successful conflict management as a researcher, practitioner, and educator through workshops, breakout sessions, and numerous training curriculum. She is a veteran volunteer coach and instructor with various Orlando community non-profits, and has piloted a local conflict communication program with recovering trafficked women.

Workshop Title: Burnout: Coping with the Overwhelming Societal Changes Thrust Upon Us

Workshop Presenter: Peggy Kirkendall, MSW, LCSW

Workshop Abstract: This workshop focuses on how to recognize burnout in ourselves and in our clients. It offers solutions that can be applied quickly and ways to safeguard your income in the event you need to take time off for restoration. This workshop is highly recommended for agency directors interested in helping staff.

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

- Recognize when they or a coworker may be going into burnout and take steps to head it off.
- Take steps now to prevent burnout all together.
- Mitigating the financial impacts of burnout.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Professional Relationships, Values and Ethics

Workshop Description: What is Burnout and how does it differ from Compassion Fatigue Burnout in your clients or your spouse Toxic work environments and how they contribute to burnout Finding support within your friends and family and church Long and short-term neurological effects of burnout Finding a therapist Do antidepressants help or hinder recovery How long does recovery take Financial support through recovery Making decisions for your future

Bibliography: The Ethics of Self-Care " Psychology Today
www.wgu.edu/blog/workplace-burnout-causes-effects-solutions1906.html The Short-Term and Long-Term Impact of Burnout (sehealthcarequalityconsulting.com)
Psychological Impact of Homelessness - Imagine Health Can Burnout Cause Brain Damage? Here's the Answer - Health Worker Burnout

Presenter Bio: Peggy Kirkendall is a retired social worker (if there is such a thing as RETIRED in the field of social work) whose work of 50 years in the field has led her to establish various non-profits to serve underserved or under recognized groups of people through liaison with her denomination and paid employment both with a bachelor's degree and later with her master's degree and licensure. She has presented workshops for business groups as well as church groups on mental health issues and parenting while in private practice. She considers herself an "Instigator" as well as one who observes the big picture of her field and what society and politicians are doing to her profession and to the clients it serves. In social work parlance, she would be referred to as a "change agent."

Workshop Title: Spiritual Formation Possibilities for Social Workers in Nonprofit Organizations

Workshop Presenters: Ellen Kogstad, DDiv Laura Zumdahl PhD

Workshop Abstract: Integrating faith and spirituality into the work environment can prove life-giving to both staff and participants. Expressing the love of God in creative ways through personnel supports and programmatic designs enriches the whole organization.

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

- Inspire attendees to consider how spiritual formation support can be offered to social workers within the organizational context
- Provide examples of organizations integrating spiritual formation supports to their employees
- Encourage social workers to prioritize their personal faith formation for long-term endurance in their field

Level of Presentation: Advanced

Workshop Track: Professional Relationships, Values & Ethics

Workshop Description: Spiritual formation support for social workers within an organization context can be a powerful tool for renewing staff and enhancing services that ultimately are delivered by social workers. Currently, literature is sparse in the integration of social work, the nonprofit organization and spiritual direction and formation, but there is much to be offered by the intersection of the three. Informed by the field of spiritual direction and using the case example of how one organization has integrated spiritual formation resources for staff into its diverse organizational culture, this presentation will make the case for nonprofit organizations " faith-based or secular " to consider in providing spiritual formation support. This workshop will cover both the framework for how organizations can create spiritual formation opportunities for staff and the benefits it can have for both social workers and the participants they serve, as well as practical examples of what this can look like in an organization. Information about the National Spiritual Formation Network, a group of trained spiritual directors, serving in nonprofit organizations across the United States, will also be shared. The majority of the presentation (30 minutes) will describe the offerings for social workers provided by the Spiritual Formation staff and team at New Moms. Time (15 minutes) will be given to explain the integration of spirituality into secular models of service implemented by organization social workers. The remainder of the workshop will be open for questions and comments for both this model as well as those in the National Spiritual Formation Network.

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Presenter Bio (s): Ellen Kogstad, DDiv, is a spiritual director in private practice and Director of Spiritual Formation at New Moms, which she also founded in 1983. Ellen was a professor of spiritual formation at North Park Theological Seminary for 19 years. She was on a team that developed the C. John Weborg Center for Spiritual Direction in 2004 and served as its director until her retirement from NPTS in 2020 when she was awarded an honorary DDiv. Ellen earned her B.A. in Psychology from Trinity University, a M.S. in Human Services Administration from Spertus College and an M.A. in Spirituality from Loyola University. She earned her certificate in spiritual direction from the Spiritual Renewal Center in Syracuse, NY.

Laura Zumdahl, Ph.D, is the President and CEO of New Moms, a social impact organization focused on helping young moms achieve economic mobility and create strong families. She also serves as CEO of New Moms' social enterprise, Bright Endeavors. Laura's career has been focused on growing and developing effective nonprofit organizations. She's served in a variety of leadership roles in the nonprofit sector in capacity building, legal aid, higher education, and child welfare. Laura earned a B.A. in Sociology from Trinity Christian College; a M.A. in Social Work from the University of Chicago, School of Social Service Administration; and a Ph.D. in Leadership from Cardinal Stritch University. She serves on the Board of Trinity Christian College and AMPT, Chairs Forefront's Mission Sustainability Initiative, and is a Commissioner for the State of Illinois Youth Budget Commission.

Workshop Title: Spirituality in Social Work Practice: Religious Identity

Workshop Presenters: Ebony Lang, PhD, MDiv, LMSW, Natalee Oliver DSW, LCSW
Nathalie Jones, PhD Dr. Lindsey Marek, LMSW

Workshop Abstract: The social work discipline recognizes and emphasizes the importance of using holistic practices when working with clients. Using faith-based stories and references, the facilitators introduce methods of practice that have helped maintain methods of practice that have helped create, empower, and sustain their academic abilities.

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

- Define and apply principles of spirituality and faith in the workplace
- Provide the benefits and potential pitfalls of integrating faith in practice
- Identify factors of sustaining faith for spiritual development as practitioners

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Professional Relationships, Values & Ethics

Workshop Description: The social work discipline recognizes and emphasizes the importance of using holistic practices when working with clients. There has been a heightened and necessary approach to ensure that distinguishing religion and spirituality concepts takes place in the learning environment (Oxlander & Pargament, 2016); however most of the discussion on religion has been scarce (Modesto et al., 2006; Cascio, 1998; Russell, 1998). A new interest has formed within the role of religion and spirituality both in social work practice and within social work education (Sheridan, 1999). Historically, the Council on Social Work Education (CSWE) included religion and spirituality in social work education in the 1950s and 1960s, it was removed in 1970 and in 1984 due to a lack of research in practice (Moffat, 2019). Since then, the new renowned interest in religion and spirituality within social work education has made the CSWE respond by adding religion and spirituality back into the social work educational standards and curriculum guidelines (Moffat, 2019; Canda & Furman, 2010; Russel, 1998). Less literature has focused on this integration of faith and spirituality on the pedagogical practices in the classroom (Adedoyin et al,2021). Gallagher (2009) alludes to the projection of educators coming from a place rooted in their faith with the expectation of leading, equipping, and nurturing students on their educational journey. Faith creates a positive awareness within the work environment where otherwise negativity can reign. It allows for hope and meaning to interlock with one's morals that moves beyond the expected ethical standards in the workplace, while instilling a strength and vision that encourages one to help others as they face life's challenges (Miller, 2006). What we have seen at the forefront of this emphasis on integrating spirituality supports more of a mindfulness and meditation-based form of spiritual practices (Pandya, 2018). How spirituality is being defined needs to be tended to as we are teaching and modeling this for our students (Lee, 2019). For us as social work practitioners and educators, it influences the effectiveness of our practices. The integration of one's religious and professional identity within a public institution creates various obstacles for religious faculty such as the fear of offending or not living up to one's own expectations as practicing. Christianity can overshadow the daily lives of practitioners. As educators and practitioners, we value experiences that provide a meaning to our lives as well as help us with our moral meters and obligations in our interactions with others (Waggoner, 2016). When we embed and facilitate learning that emphasizes spiritual development, it creates positive results on those we are mentoring (Waggoner, 2016). This panel discussion focuses factors involved in being able to establish professional relationships and engage in the development of a spiritual relationship while teaching in academia.

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Presenter Bio (s): Dr. Ebony Lang is an Associate Professor and BSW Program Director at Tarleton State University in Texas. She received her Bachelor and Master of Social Work from Baylor University; her PhD from University of Texas at Arlington, and her Master of Divinity from Brite Divinity School on the campus of Texas Christian University. Dr. Lang is a Licensed Master Level Social Worker practicing at Mesa Springs Behavioral Hospital in Fort Worth. She has served in academia for over ten years teaching across the discipline with emphasis on Research Methods, Statistical and Data Analysis, and Macro Practice. She is an advocate of student engagement and research. Her research areas focus on professional competency and community organizing.

Dr. Natalee Oliver is a licensed clinical social worker in the state of Texas as well as a gerontologist. Dr. Oliver is an Assistant Professor, Long-Term Care Administration at McLennan Community College and adjunct at Tarleton MSW program. Her research interests include aging and Alzheimer's disease, caregiver stress, and adult mental health.

Dr. Nathalie P. Jones has a Masters of Social Work from Barry University in Miami, FL. She is an Associate Professor at Tarleton State University. Her research interest includes: Healthy Relationships, Healthy Aging and The use of tech in social work.

Dr. Lindsey Marek is an Assistant Clinical Social Work Professor at Tarleton State University. She is also a licensed master social worker (LMSW), licensed chemical dependency counselor-intern (LCDC-I), dementia certified, trust-based relation

intervention certified (TBRI), crisis prevention intervention certified (CPI), and a member of the National Association of Social Workers (NASW). Dr. Marek is also a Community Engagement and Service-Learning Fellow (CESL) with Tarleton State University's Center for Educational Excellence. Her research interest includes public-school mental health, social work in schools, and the relationship between acute care and homelessness.

Workshop Title: Mental Health and the Church

Workshop Presenters: Meghan Larson, PhD, LCSW

Workshop Abstract: Some topics have tended to be taboo among the church. One such topic is mental illness. This may lead to individuals suffering silently in their pain and lonely in their journey. What would happen if people of faith began courageously inviting conversation about mental health and mental illness in the church, without judgment and shame?

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

- Think about mental health ministry in the church with new insight from the case study
- Gain awareness of the variety of ways churches in the U.S. have approached ministry with individuals experiencing mental health challenges
- Learn about research-informed best practices and helpful resources available to churches for building awareness of mental health in congregations/communities

Level of Presentation: Basic

Workshop Track: Direct Practice Groups and Communities

Workshop Description: It is estimated that 21% of U.S. adults experienced mental illness in 2020, representing one in five adults (National Alliance on Mental Illness, 2022). According to Simpson (2013), "If your church is typical of the U.S. population, on any given Sunday one in four adults and one in five children sitting around you are suffering from a mental illness" (p. 35). Thus, mental illness is prevalent in both society and the church. Walking alongside the mentally ill toward acceptance and belonging can benefit the congregation as a whole, not just individuals (Whitehead, 2016). People with mental illness often turn to the church first for help (Whitehead, 2016), giving the church an opportunity to offer comfort and support. Fifty-three percent of individuals with acute mental illness say their church has been supportive (Lifeway, n.d.). While this is positive for the individuals reporting such support, there is concern for the other 47% who responded differently. In a survey among family members in a household of someone with acute mental illness, 65% of them indicated belief that local churches should do more in talking about mental illness openly to reduce the stigma (Lifeway, n.d.). After all, Jesus came for the sick, not the healthy (Matthew 25:40). This workshop

will focus on research-informed best practices for building awareness about mental health in the church (15 min.), the variety of ways that churches in the U.S. have approached ministry with individuals experiencing mental health challenges (10-15 min.), a case study on a church initiative facilitated by the presenter (25 min.), and helpful resources available to churches for implementing mental health ministry (5-10 min.). The case study portion of this presentation will emphasize effective ways to approach church leadership about the importance of mental health awareness within the church, working collaboratively with church leaders and congregants toward shared goals for awareness and outreach, and the mistakes and successes along the way. The presentation format may include but not be limited to lecture, group discussion, and use of videos.

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Presenter Bio (s): Dr. Meghan Larson, LCSW, has over 16 years of practice experience in the field of social work in a variety of settings, including K-12 schools, medical, and mental healthcare organizations. She earned her Ph.D. in Social Work from Walden University in 2021 and is currently an Assistant Professor for the School of Social Work at Union University. Dr. Larson resides with her family in Jackson, TN where she is an active member of a local church and leads both large-group and small-group initiatives within the church to raise awareness about mental health challenges and to support individuals and their family members with mental illness.

Workshop Title: Cultural Humility: From Concept to Practice

Workshop Presenters: Joyce Litten, EdD, MSSA, LISW-S Matt Molnar MSW, LISW-S

Workshop Abstract: Social work is called to integrate cultural humility as a critical practice standard. Yet, there is little guidance or framework for social work practice. This workshop will explore the transition from cultural competence to cultural humility, and the need for new and different strategies for training and education.

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

- Identify cultural humility as an emerging concept for practice
- Determine cultural competence and cultural humility as differing aspect of practice
- Consider strategies for integration of cultural humility into practice

Level of Presentation: Basic

Workshop Track: Social Work Education

Workshop Description: Cultural competence is considered an ethical imperative and a central tenet of social work practice. Within the profession, cultural competence is well defined as the process by which individuals and systems respond respectfully and effectively (Lum, 2011; National Association of Social Workers [NASW], 2015) but there is a less distinct understanding of cultural humility in practice. The use of "humility" is consistent with our professional, Christian values of dignity and service. The value of humility is emphasized throughout the Bible and draws on the Christian ethic of valuing all people because each person is created in the image of God (Genesis 1:27). As a construct, cultural humility is consistent with biblical teaching: Jesus' act of accomplishing salvation for Christians is described as an act of humility (Philippians 2). The idea of transition to cultural humility as recognition of the inherent power differential between social worker and client has been identified by both NASW and CSWE although definitions and operationalization remain vague and contradictory. For example, NASW modified its definition of cultural competence and introduced cultural humility in Standards and Indicators for Cultural Competence in Social Work Practice (2015) "as a guiding stance vis--vis cultural differences" While Ortega and Faller (2011) describe cultural humility and cultural competence as being complementary but separate concepts, NASW considers cultural humility an integral subset of culturally competent practice "that encourages self-evolvement and evolvement of self through one's professional life." Recent literature identifies some aspects of cultural humility: a lifelong process of commitment to self-reflection and analysis, attention to power imbalances in the relationship of client or client systems and social worker, and the development of "mutually beneficial and non-paternalistic partnerships with communities"(Garran & Rozas, 2013). Social work has long embraced a social justice imperative with attention to issues of power, control and authority at the micro, mezzo and macro level of practice. However, by relying on cultural competence for conceptual guidance, social workers have neglected to pursue a transformative agenda and defaulted to positions that may

reinforce the oppressive status quo (Jani et al., 2011). Though the concepts of competence and humility can be viewed as related, cultural humility reflects a power-cognizant relationship-center approach, compared with the more skill-based conceptualization of cultural competence. Most studies of cultural competence use self-reports or some measure of demonstrated or observed competence. However, there is currently very few studies about the development and measurement of cultural humility in professional training or practice. In this workshop, we will explore ideas on the integration of humility into practice.

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Presenter Bio (s): Dr. Litten is a Professor Emerita of Lourdes University, Sylvania, OH and an adjunct professor in social work at Bowling Green State University (BGSU), Bowling Green, OH. She served as undergraduate social work program director for 17 years before retiring as Dean of the College of Social Sciences. Dr. Litten earned a baccalaureate degree in social work from the University of Akron, a graduate degree in social work from Case Western Reserve University, and a doctoral degree from BGSU. Prior to joining higher education, she served as administrator and executive director of several large, community-based organizations. Dr. Litten continues to consult, conduct continuing education, and provide program evaluation throughout northwest Ohio. At previous NACSW conferences, she presented her work on the topics of process evaluation and radical hospitality focused on homeless services.

Matt Molnar, MSW, LISW-S is an Assistant Clinical Professor in both the Master and Bachelor of Social Work Programs at Bowling Green State University in Bowling Green, OH. Matt serves as the Program Coordinator of the Bachelor of Science in Social Work and Field Coordinator for the Master of Social Work programs at BGSU. Matt earned a Bachelor of Social Work and Bachelor of Bible degrees from Philadelphia Biblical University in Langhorne, PA. He earned a Master of Social Work in Organizational and Community Practice from Michigan State University in East Lansing, MI. Matt is a Licensed Independent Social Worker with Supervision credential in the

state of Ohio. Matt has prior professional social work experience working with older adults living in the community.

Workshop Title: Memory Reconsolidation: A Unified Mechanism Hypothesis for Trauma Treatment

Workshop Presenters: Barbara Lowe PhD LP BCC SEP

Workshop Abstract: This workshop will summarize a unified theory of neuroscience and clinical research that seems to be at work in several therapy modalities that appear to use Memory Reconsolidation (MR) as a mechanism for trauma healing. Several Evidenced based therapies that use MR will be presented and integration of Christian resources will be explored.

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

- Describe the three phases of Memory Reconsolidation therapy: I. Accessing Sequence; II. Transformation Sequences; and III. Verification
- Name 5 therapies that seem to use Memory Reconsolidation as a mechanism of change.
- Explain a procedure for integrating attachment with God into the trauma healing process.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description: Often, clients come to therapy due to cyclic emotional distress, and reducing this distress is often a primary goal of therapy (Herz et al., 2020). Psychologists and Psychotherapists have struggled with what actually works in trauma therapy (Dawes, 2008), given the vast number of therapy modalities from which to choose. "Although the field of psychotherapy has been in existence for well over a hundred years, it nonetheless still cannot be classified as a mature science" "one where there exists an agreed-upon core or consensus. With its numerous competing schools of thought, psychotherapy has yet to achieve an agreed-upon consensus" (Goldfried, 2020). Many of us have felt perplexed over disparate and seemingly unrelated therapies that are purported to be effective, and why mechanisms within these therapies seem discrete. Since the late 1990's, neuroscience research has been shedding progressive light on the neurobiology involved with therapeutic changes in emotional learning (Nader, Schafe & LeDoux, 2000; Przybyslawski, Rouillet & Sara, 1999; Przybyslawski & Sara, 1997; Rouillet & Sara, 1998). Moreover, clinical research has been pointing to a possible mechanism for changing pathogenic emotional learning (e.g., trauma symptoms), namely, Memory Reconsolidation "MR" (Ecker, Hulley, & Ticic, 2015; Hase et al., 2017; Welling,

2012). This workshop will summarize a hypothetical unified theory of neuroscience and clinical research that seems to be at work in several therapy modalities that appear to use MR as a mechanism (Ecker & Alexandre, 2022; Ecker & Bridges 2020; Ecker & Vaz, 2022; Kredlow & Otto 2015; Lane et al., 2015; Astill Wright et al., 2021; Welling, 2012). In addition, applications of several Empirically Supported Treatments (ESTs) that appear to use MR will be discussed (Chamberlin, 2019; Hase et. al, 2017; Lane, 2018; Oren & Solomon, 2012; Schwabe, Nader, & Pruessner, 2014; Solomon & Shapiro, 2008). Moreover, integration of Christian resources, in particular attachment to God (John 15:4; Psalm 27:10), will also be examined with the therapy modalities (Currier et al., 2022; Keefer & Brown, 2018; Mayer, 2013; Post & Wade 2009; Vietin & Scammell, 2015). Applications for two ESTs (Eye Movement Desensitization Reprocessing, Solomon & Shapiro, 2008 and Accelerated Resolution Therapy, Schimmels & Waits, 2019) will be considered as well as an intervention still under research (Internal Family Systems, Hodgdon et al., 2021).

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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: The Responsibility of White Female Educators in Social Work Education

Workshop Presenters: Carla MacDonald, MSW, LSW, EdD Jeff Bryant, MSW, LCSW and CABC Dr. Katti Sneed, MSW, LCSW, LCAC

Workshop Abstract: How do well-intentioned heterocentric white female social workers in higher education dismantle a white supremacy culture in social work education? This workshop will explore what current literature has found, foster a dialogue of exchange among educators and focus upon future strategies in promoting social justice in our classrooms.

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

- Explore current literature that addresses white female educators in social work education and their role to promote anti-oppressive social justice education.
- Revisit our roots as a profession and bring forth those social workers of color and the historical roles they played.
- Look to the future in identifying methods for addressing the power role which we hold as educators while striving to diminish white supremacy in any form.

Level of Presentation: Intermediate

Workshop Track: Social Work Education

Workshop Description: Aguilar and Counselman-Carpenter (2021) write, "While there is a significant body of literature on racism in the social work profession, diversity, anti-racist social work education, and the intersection of social work and structural racism in society, little has been written in social work literature about the particular and unique ways in which heterocentric white women maintain white supremacy within social work" (p. 1020). White supremacy among heterocentric white women social workers has its roots in a profession that was founded by heterocentric white women, the friendly visitors, and their stories dominate the history of a profession that we teach in our classes as we tell stories about Jane Addams and Mary Richmond (Ortega-Williams & McLane-Davison, 2021). The Council on Social Work Education (CSWE) promotes accreditation standards that are based upon nine (9) competencies with a focus upon diversity and difference in practice. A question is raised by Aguilar and Counselman-Carpenter (2021) on whether the competency should read, "social workers will engage with their discomfort about white supremacy, racism, oppression and how it will or does shape their selection of practice populations, assessment of population, interventions, outcome evaluations, and dissemination of outcomes". The challenge is ever present for white female educators who have the best intentions in identifying with their students of color in a response to the tragic deaths of George Floyd, Breonna Taylor, Daunte Wright and too many more. Acquiring the skills of empathy has many strategies but how extensive can we be when trying to show genuineness for a societal ill that students of color know their white female professor will never face? A second and ever presence effort for social work educators is to confront racism and white supremacy in academia in order to promote ongoing dialogue on commitments to antiracism. Social work faculty should play a pivotal role in holding campus administration accountable for ongoing efforts centered on anti-racism (Albritton et. al., 2021). A final focus of this workshop will aim to promote an interrogation of all previous aspects of social work including our historical roots, teaching tools, and epistemological advances to practice. A revisit of origins would seek to promote those social workers of color who played foundational roles in establishing the profession so that our students do not go into practice believing that their profession only has white role models (Calvo & Brandley (2021). Motivated by the state of our country and events in recent years that remind us that racism is still an evil that must be dismantled, it is critical that white female social work faculty face the need to bring integration of faith to the classroom while also confronting white supremacy (Riley et. al., 2021).

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Presenter Bio (s): Dr. Carla MacDonald is the field education director for the BSW program at Huntington University in Huntington, Indiana. She received her BSW from Manchester University, a MSW from Indiana University, a MBA from University of St. Francis and her EdD. from Indiana Wesleyan University. She came to Huntington University 17 years ago to start a new BSW program after a successful 26 years in non for profit management and outpatient therapy. She continues to serve her community as an board member for three (3) non-for-profit organizations and supervising social worker for a Youth Services Bureau. Dr. MacDonald has been a regular presenter for NACSW dating back to 2007 and most recently in 2019. She is a licensed social worker in the state of Indiana and a member of the Academy of Certified Social Workers.

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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Zinn, A., Palmer, A. N., & Nam, E. (2017). The predictors of perceived social support among former foster youth. *Child Abuse and Neglect*, 72, 172-183.

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: Faith Based Techniques For Rapid And Permanent Mind/Body Healing

Workshop Presenters: Craig Miller, MS, LMSW, ACSW

Workshop Abstract: Learn how to utilize faith based techniques for rapid and permanent treatment outcomes in Christian and non-Christian settings with mind and body conditions. Hear examples how faith can optimize healing outcomes especially with chronic emotional and physical conditions that impede the treatment progress.

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

- Identifying emotional/spiritual/physical connection to mind-body healing
- How to quickly identify root causes of mind-body conditions
- Utilizing rapid release techniques for deeper and permanent healing

Level of Presentation: Intermediate

Workshop Track: Direct Practice, Individuals, Couples & Families

Workshop Description: In our passion as Social Workers to bring healing to others, why are clients not being healed? When Christians are waiting, hoping, and praying for healing, why doesn't healing last or not come at all? How can therapists more quickly identify the root cause and release the deepest emotional issues without retraumatizing the client. How can clients receive rapid and permanent healing to improve treatment outcomes? This presentation will highlight relevant research regarding the emotional/spiritual/psychological connection to mind-body healing. Easy-to-use, step-by-step methods proven effective at bringing rapid real solutions to long-term mind-body conditions. Description of barriers and solutions to bring permanent healing to mind-body conditions

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Presenter Bio (s): Over the past forty-two years Craig Miller has professionally been involved in medical and mental health settings, TV, radio, national conferences, and author of six books (see www.talkwithcraig@juno.com). Has MSW and Masters in Health Services Administration. Former Director of Social Work at Herrick Hospital and currently co-owner and therapist with Masterpeace Counseling in Tecumseh, MI (see www.mpccd.com). He enjoys seeing God reveal His power through emotional and physical healings and the restoration of lives and relationships.

Workshop Title: The effect of wilderness, therapy, and Christ on the mind, body, and spirit

Workshop Presenters: Jesse Mir, MSW, LSW

Workshop Abstract: This presentation addresses the current epidemic that faces our country, a culture that is mostly value-less and moral-less and devoid of meaning. The current answer to our moral dilemma is the outward bound model with a focus on Christ's ethics. I will also reference my local pioneer ministry that seeks to follow this model and it's impact.

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

- Comprehend the moral dilemma that exists in our culture today.
- Understand the connection between wilderness and nature based therapy and spirituality.
- Learn basic practices that combine both spiritual and therapeutic practices to encourage developing morals and values found in Christ and his principles.

Level of Presentation: Intermediate

Workshop Track: Direct Practice, Individuals, Couples & Families

Workshop Description: The first half will address the need and impact of wilderness therapy in the wake of the current epidemic of a moral-less and value-less society, and the second half will be to answer the current climates needs in the form of wilderness and nature-based therapies with a spiritual component. The hypothesis is that working through an outward-bound model, with the current crisis of a moral-less and value-less society, is a way in which to disconnect the palate to reinfuse and re-connect with the truth found in Christ. Relevant social work research includes qualitative, longitudinal, and literature reviews of current wilderness and nature-based therapies impact. Research also analyzes the spiritual component found in the wilderness and nature-based therapies. Confronting the current value-less and moral-less society, the outward-bound model calls belief into action and is the moral equivalent of war. The outward-bound model also lends itself to practicing Christian service to God and one another to reconnect us with the divine. Thus, a fusion of Christian practices and outward bound model is needed in order to confront this depleted society. To display the effectiveness of such a therapeutic model, I incorporated hikes with therapeutic practices with a spiritual component to see their impact in my pioneer ministry. Practices included solitude, prayer journaling, combined with individual and group sessions. The result was firsthand testimonies of people being impacted by these hikes to report a stronger belief in themselves and God.

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Presenter Bio (s): Jesse Andrew Mir is a social worker in Lafayette New Jersey working with adolescents in a group home through NJ Mentor Network as a therapist. He earned his bachelors from Philadelphia Biblical University, now called Cairn, and also attended Rutgers for his Masters in Social Work. He is a licensed therapist in New Jersey, and this is his first experience presenting. He has served in various organizations including working with the Developmentally Disabled, the elderly, and now currently working with adolescents in a case manager and clinical therapist capacity.

Workshop Title: Engaging African American Church Leaders as Partners in Ethical Research

Workshop Presenter: Deborah Moon, PhD, LCSW, MSW Bailey Nichols PhD Candidate, LMSW John Wallace, Jr. PhD Rev. Dr. Jonathan D. Counts Toya Jones, EdD, LCSW Aliya D. Durham, PhD, MSW, MPIA Grace Elizabeth Oxley, MPP Dr. William R. Glaze

Workshop Abstract: African American faith leaders and researchers collaborated to develop and evaluate a mental health intervention to be implemented in black churches within a community partnered participatory research project. This presentation describes the process of engaging community partners in research ethics training and presents feedback from participants.

Workshop Track: Research and Practice w/Ethnically Diverse Populations

Workshop Audience: Social Workers, Educators, Students

Workshop Level: Advanced

Workshop Description: Key topics of the presentation: a) Describe how faith-based partnerships address mental health issues of African American populations (10 minutes) b) Describe the CHURCH (Congregations as Healers Uniting to Restore Community Health) project, a Community Partnered Participatory Research (CPPR) project involving Black faith leaders (10 minutes) c) Provide a brief overview of the CPRET (Community Partner Research Ethics Training) and discuss its strengths for engaging community partners (10 minutes) d) Describe the process of adapting the CPRET training for African American faith leaders considering cultural and religious factors (10 minutes). e) Present feedback from training participants to inform future efforts to use and adapt CPRET for African American clergy (10 minutes). f) Elicit questions and facilitate discussion (10 minutes) 2) A Faith, Religion, or Spirituality Component: The CHURCH project emphasizes the importance of black churches and faith leaders in addressing the mental health of African American congregations through CPPR projects. 3) How the Presentation is Informed by Relevant Social Work and Theological/Biblical Literature Because of issues like stigma, mistrust, absence of insurance, and lack of culturally competent providers, African Americans may rely on informal church support and religious coping rather than seeking professional help to address their mental health needs (Coombs et al., 2022; Davenport & McClintock, 2021; Fanegan et al., 2022; Hankerson et al., 2018; Hays, 2015). Thus, the CHURCH Project is piloting a culturally tailored mental health intervention to be implemented and sustained within the local black church context. This CPPR project seeks to generate practical solutions under-resourced communities, building on trust and an egalitarian partnership between researchers and community stakeholders (Jones, 2018). An advisory board was formed, comprised of interdisciplinary academic researchers and faith leaders in a predominantly black neighborhood in Pennsylvania. Community partners completed the CPRET training, which was developed by The University of Pittsburgh Clinical and Translational Science Institute (CTSI) in collaboration with the Human Research Protection Office and Community Research Advisory Board (Yonas et al., 2016). The training introduces participants to various elements of research history, ethics and protocol. The trainer engages community partners by developing scenarios of both ethical and unethical research practices to stimulate discussion regarding best ethics practices. Scenarios are adapted to make them relevant to the specific project objectives, research settings, and populations of interest. The trainer then facilitates role-plays for participants to apply the principles of ethical research within the given scenarios. CPRET has been used in several studies with diverse populations and yielded positive feedback from participants (Documet et al., 2020; Yonas et al., 2016).

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

- Describe how African American faith leaders can partner with researchers to address the mental health needs of congregations through CPPR research.
- Identify the strengths of the Community Partnered Research Ethics Training (CPRET) to equip community partners with knowledge of ethical research practice.

- List factors to consider when using and adapting the CPRET training for their own projects.

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Presenter Bio: Dr. Deborah Moon, PhD, LCSW is an assistant professor in the School of Social Work at the University of Pittsburgh. Dr. Moon's studies are informed by health systems/services research, dissemination & implementation (D&I) science, and community-engaged research. Dr. Moon earned a master's degree in Music Therapy from New York University and in Social Work from the University of Maryland with a mental health specialization. Dr. Moon completed her Ph.D. in Social Welfare at the University of Kansas. Dr. Moon has presented at over 20 conferences, including the Society for Social Work Research (SSWR), the Society for Implementation Research and the Joint World Conference on Social Work, Education, and Social Development. Dr. Moon has experience as an outpatient mental health therapist, a music therapist and is certified in trauma-focused cognitive behavioral therapy.

Bailey Nichols, LSW is a third-year doctoral student at the University of Pittsburgh School of Social Work. She graduated from Ouachita Baptist University in 2013 with a

B.S. in Biology. Upon graduating, she spent four years serving in various roles within the faith-based non-profit, UrbanPromise Wilmington. This experience greatly impacted her worldview and informed her decision to pursue an MSW at the University of Pittsburgh. Nichols participated in the Edith M. Baker Integrated Health Fellowship and completed an internship in an integrated health geriatric clinic. Nichols' varied research interests include the integration of religion and spirituality in social work education, social workers' engagement in religious and spiritual integration in treatment, community-academic partnerships with faith-based institutions and the role of social workers in integrated health settings.

John M. Wallace, Jr., Ph.D. serves as Vice Provost for Faculty Diversity and Development and the interim director of the Center on Race and Social Problems, at the University of Pittsburgh, where he holds the David E. Epperson Endowed Chair and has appointments in the School of Social Work, the Katz Graduate School of Business and the Dietrich School of Arts and Sciences. Dr. Wallace is also the senior pastor of Bible Center Church and the founder of The Oasis Project" "the community and economic development division of Bible Center. Wallace earned his AB in sociology from the University of Chicago and MA/PhD in sociology from the University of Michigan. Over the past 30 years, he focused on the well-being of African American families and communities. His research has been funded by the National Institutes of Health and is published in numerous professional journals, books and monographs.

Rev. Dr. Jonathon Counts, D. Min., LMSW is the Senior Pastor of the Homewood AME Zion Church and is a Social Work Consultant. He holds a Bachelor of Social Work Degree from Clark Atlanta University (Atlanta, GA), a Master of Social Degree from the University of Maryland School of Social Work with a concentration in Children and Families (Baltimore, MD), a Master of Divinity from Wesley Theological Seminary (Washington, DC), and a Doctor of Ministry from Ashland Theological Seminary with a concentration in Transformational Leadership (Ashland, OH). Dr. Counts has presented at numerous conferences surrounding Christian Education and Mental Health. Over the past 10 years, Dr. Counts has experience providing treatment in school based and outpatient settings with children and adults, he has worked in the Treatment Foster Care setting with traumatized foster care children and worked in the federal government sector reviewing and managing Child Welfare policies for the State of Florida.

Dr. Jones is a Licensed Clinical Social Worker for the state of Pennsylvania. She is an Assistant Professor and director of the Bachelor of Arts Social Work program at the University of Pittsburgh. She has earned a bachelor's degree in psychology from the Indiana University of PA, a master's degree in social work, and a doctorate in Education from the University of Pittsburgh. Dr. Jones is an expert trauma witness and consultant for the United States Federal Courts. Dr. Jones provides trauma-focused therapy, and she facilitates trainings for practitioners, professors, and students in Asia, East Africa, and the USA on topics such as the Impact of Trauma on Children and Adults, Symptoms and Treatment of PTSD, Vicarious Trauma, Trauma Aware Pedagogy Practices, Trauma, and the Incarcerated Population, and treatment modalities such as Trauma-Focused Cognitive

Behavioral Therapy (TF-CBT), expressive and play therapies for those impacted by trauma.

Aliya D. Durham, PhD, MSW, MPIA is an Assistant Professor and the Director of Community Engagement in the School of Social Work at the University of Pittsburgh. She teaches macro social work courses and facilitates opportunities for the School to deepen and expand its engagement practices in research, teaching, and service. Durham has more than 20 years of leadership experience in nonprofit management, volunteerism, and philanthropy and has been an ordained deacon for 10 years. She earned bachelor's degrees in Africana Studies and Psychology, master's degrees in Social Work and Public and International Affairs all from the University of Pittsburgh and a doctorate in Community Engagement from Point Park University. Her research interests are in collective impact, sense of community responsibility, and distributed leadership. She has presented at the Engaged Scholarship Consortium, the Council of Social Work Education Annual Program Meeting (APM), and the Community Engagement Scholarship Forum.

Grace Elizabeth Oxley, MPP serves as a consultant in the Chicagoland area. Grace Elizabeth received her bachelor's degree in Urban Policy from The College of William and Mary in Williamsburg Virginia. She earned a master's degree in Public Policy from the Harris School of Public Policy at the University of Chicago. Through the MPP program, Grace Elizabeth participated in the Obama Foundation Scholars program and completed an internship with Ariel Investments on their domestic equity team. Over the past 8 years, she has experience working in community development and international education. Her work has focused on leveraging institutional support to add capacity to under-resourced communities, particularly in urban areas, that need them most, with just, inclusive policies.

Dr. William R. Glaze has been the Pastor of Bethany Baptist Church in Pittsburgh, Pennsylvania since July 1990. He previously served as Pastor of Green Spring Baptist Church in Brookneal, Virginia, and Associate Pastor of New Testament Baptist Church in Arvon, Virginia. In Pittsburgh, Pastor Glaze, as he is affectionately known, hosts "Anchored in Jesus," a daily radio broadcast. He is the Founder and Dean of the Pittsburgh Laymen's Bible Institute – offering certification in Biblical Counseling and other Bible-based certificates. Pastor Glaze completed his undergraduate studies at Fort Lewis College in Durango, Colorado in 1978 where he was selected to Who's Who Among Students in American Colleges and Universities. In 1984 he completed graduate studies at Liberty Baptist Theological Seminary in Lynchburg, Virginia, where he was *the recipient of The B. R. Lakin Award for Persuasive Preaching and awarded First Place* in the Sermon Contest.

In 1987, he earned a Doctor of Sacred Theology Degree from Bethany Theological Seminary, in Dothan, Alabama. In 2021, he received an Honorary Doctor of Divinity Degree from Geneva College in Beaver Falls, Pennsylvania. Pastor Glaze joined the Liberty University staff in 1984 as an instructor of Old Testament Survey; and also, Football Coach where he coached under Morgan Hout and Sam Rutigliano. Pastor Glaze

served as chaplain for the New York Mets and Boston Red Sox Minor League baseball teams (1984-85). He has also been a chaplain speaker for the Pittsburgh Steelers (2012).

Workshop Title: Hope for the Prodigal

Workshop Presenters: Suzanne Mondell-Cook, Rev, LCSW

Workshop Abstract: To provide a faith-based perspective on supporting ex-felons. Participants will gain insight about prison culture, "outside" cultural differences, expectations of ex-felons, emotional & practical needs, and practical ways to partner with churches for returning prodigals.

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

- Gain insight of prison culture & "outside" cultural differences ex-felons must learn to navigate.
- Learn about Parole/Probation. They will learn practical ways to assist ex-felons in reintegration, using current ministry models.
- Understand the effect of "Back to the Future Syndrome" on ex-felons and how to assist them in full integration.

Level of Presentation: Intermediate

Workshop Track: Faith & Justice

Workshop Description: The presenter will draw on her experiences of working with incarcerated men, their fears, worry, anxiety, practical and mental health needs. She will utilize the experiences of men and women who came to a non-profit agency immediately after being released, not knowing where to go or how to survive. She will provide practical examples of how to support felons and ex-felons in emotional and hands-on approaches, using a concept the presenter has termed "Back to the Future Syndrome." Lastly, the presenter will share a perspective of how to respond as Christians in social work, providing Biblical social justice on both sides of the fence. According to Prison Fellowship, every year approximately 2.2 million men and women are incarcerated within the United States. Throughout the years, approximately 95% of these people will be released back into their communities. This year alone it is estimated 600,000 will be released back into society. Sadly, two-thirds of those released are re-arrested, serving more time, often lengthier or life-long sentences. The effect on the next generation is also prominent, with an estimated 2.7 million children with a parent in prison. The statistics include both men and women in different institutions. Felons serving time within the County Jail System are not included in these numbers, though they certainly count for the number of people serving time. Rather, the County Jails also house CDCR felons as a result of over-crowding. There are 51,762 people on Parole to date, not counting those who are on Probation status. Each person must return to the County of their offense, back

to their old "haunts, troubles, people they would get into trouble with" and similar, if not the same, circumstances. When ex-felons return to their communities, returning to the same environment can be both beneficial and potentially detrimental. The presenter will provide tools for participants to utilize when they work with ex-felons. The presenter will provide education to understand Parole and Probation, understanding the expectations placed on ex-felons when they release. The presenter will educate participants so they are able to more fully provide Hope to ex-felons as they strive to end the prison cycle.

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Presenter Bio (s): Suzanne Mondell-Cook, Rev, LCSW. Owner and Therapist of Cappy's House Counseling Services, LCSW. Northwest Nazarene University (2010)- Master of Religion, Spiritual Formation; University of Southern California (2013)- MSW; Licensed Clinical Social Worker in California, Licensed Social Worker in Idaho; previous presenter for 2020 & 2021 NACSW conferences; presenter for NACSW-CA (2020, 2021). Rev. Mondell-Cook has worked within Corrections at a Level 4 Maximum Security Institution for 9 years. She is the owner and therapist of her private practice, Cappy's House Counseling Services, which focuses on trauma & Christian counseling.

Workshop Title: School Social Work and Social Emotional Learning

Workshop Presenters: Leah Mouw, MSW, LISW

Workshop Abstract: School social workers and teachers understand the fundamentals of social emotional learning (SEL). The science on how the brain develops helps explain why young people's social, emotional, and academic development are intertwined.

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

- Understand the role of a school social worker compared to a guidance counselor, school counselor or school psychologist.
- Comprehend how Social Emotional Learning promotes the Whole Child-Bio/Psycho/Social/Spiritual Perspective.
Berh

Level of Presentation: Advanced

Workshop Track: Direct Practice Individuals, Couples & Families

Workshop Description: Outline A. What is School Social work? (15 minutes) 1. Compared to Guidance Counselor, School Counselor or School Psychologist 2. Role of the School Social Worker a. Partnering with teachers and administrators B. Direct Practice in a School setting (5 minutes) 1. Individuals and Groups 2. Integrating Faith into Practice in a school setting C. Teaching Social Emotional Learning (SEL) Lessons (30 minutes) 1. The Whole Child- Bio/Psycho/Social/Spiritual Perspective 2. Teaching SEL at Elementary, Middle School and High School 3. SEL and Brain Development D. Questions (10 minutes) Evidence Based Practice SEL advances educational equity and excellence through school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. Clarke, A., et al. (2021) completed a systematic review and found that universal SEL interventions enhance young people's social and emotional skills and reduce symptoms of depression and anxiety in the short term. In comparison, other approaches have produced inconsistent results (mindfulness interventions) or limited evidence of impact (positive youth development interventions). Other Key findings from Clarke, A., et al. 2021 "Universal social and emotional learning (SEL) interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term. "There is good evidence that universal and targeted cognitive behavioral therapy (CBT) interventions are effective in reducing internalizing symptoms in young people. "Violence prevention interventions have been shown to have a small but positive effect on aggressive behavior in the short term "The impact of depression and anxiety prevention interventions and violence prevention interventions tend to be stronger when they are targeted at young people with elevated but subclinical symptoms. Research suggests certain brain areas and chemical compositions can be activated by the choices we make, and the strategies used. Building relationships with young people activates the trust/love system in the amygdala (the emotional center in the brain) rather than the stress response system (Cantor, 2019). From the amygdala, information flows to the prefrontal cortex and initiates the release of dopamine (the reward chemical) and oxytocin (often called the "cuddle" chemical). The prefrontal cortex is where learning, working memory, decision-making, and other executive functions reside. Brain-based strategies have always been centered on the

ability to get information to run smoothly from the brain stem to the limbic system to the PFC.

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Presenter Bio (s): Leah Mouw, MSW, LISW is an instructor of Social Work and the BSW Program Director at Dordt University in Sioux Center Iowa. She has served as a school social worker in both public and Christian schools for over 15 years.

Workshop Title: A Deep Rooted Ethical Foundation--Integrity, Honesty, and an Ethic of Care

Workshop Presenters: Helen Mudd, PhD, MSW, CSW

Workshop Abstract: Our Christian Worldview provides a Deep-Rooted Foundation--Integrity, Honesty, and an Ethic of Care upon which we deconstruct ethical dilemmas. The interactive approach of this workshop will engage participants in ethical decision making using a variety of Ethical Decision Making Tools.

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

- Articulate how one deconstructs the ethical perils and risks in the use of technology in the provision of services from a Christian Worldview
- Identify and utilize ethical decision making Models

- Engage in a dialog on Ethical Decision Making through a Christian Worldview Lens

Level of Presentation: Intermediate, Advanced

Workshop Track: Professional Relationships, Values & Ethics

Workshop Description: Ethics is a critical aspect of social work. Ethics influences how we treat others, the rules by which we play, and our individual choices and behaviors. Our Christian Worldview is a critical component of the context in which we deconstruct issues. Each of us comes to our work profoundly influenced by assumptions, beliefs, values, and commitments, which we hold in part on faith (Sherwood, 2016). The interactive approach of this workshop provides a learning experience for the student, professor, or professional seeking to increase their skills in applying ethical decision-making models. Participants will work together to deconstruct and apply ethical decision making tools to ethical dilemmas. The twenty-first century has brought a resurgence of interest in the ethics that govern our individual and professional lives. Twenty-first century social workers provide services online or via telephone conferencing to clients, they may never meet face-to-face. According to Strom-Gottfried (2007), the "ascendance of technology that speeds up communication but erodes protections of privacy" is fraught with ethical perils (p.3). Although some of the ethical challenges faced by today's practitioners resemble those encountered in the late 19th and early 20th centuries, others were unimaginable during the profession's earliest years. Social work ethics is a moving target. Practitioners cannot afford to become complacent, assuming that age-old tenets will suffice as we move forward (Reamer, 2014). Questions addressed in this workshop include, how do Christian social workers decide what is ethically appropriate in meeting the needs of our clients. How do we reconcile our Christian beliefs with our NASW Professional Code of Ethics? Our Christian Worldview provides a Deep-Rooted Foundation-- Integrity, Honesty, and an Ethic of Care upon which we deconstruct ethical dilemmas. The interactive approach of this workshop will engage participants in ethical decision making using a variety of Ethical Decision Making Tools. How can instructors or supervisors instill, inspire, or create an interest in contemplating the questions of right and wrong? How does one deconstruct perils and risks in the use of technology in the provision of services from a Christian Worldview? Finally, how does one use an ethical decision making model to make an ethical decision?

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Presenter Bio (s): Dr. Helen Mudd is a professor at the Carver School of Social Work at Campbellsville University. She has served at the Carver School of Social Work for 18 years. She received her Ph.D. at the University of Louisville and her Bachelor and Master's Degrees in Social Work from Eastern Kentucky University. Dr. Mudd co-leads the MSW Faith Based Area of Focus. Dr. Mudd is a licensed social worker. Prior to entering Academia, Dr. Mudd worked in Child Protective Services for over 20 years. Dr. Mudd has been teaching Ethics courses for nearly 20 years.

Workshop Title: A Deep Rooted Call to Serve--Growing a MSW Faith Based Area of Focus

Workshop Presenters: Helen Mudd, PhD, MSW, CSW Kimberly Mudd-Fegett DSW, MSW

Workshop Abstract: This presentation will highlight the process of building a MSW Faith Based Area of Focus. Student/faculty participatory research validate non-profit management, spirituality and experiential learning as key components in program building. Growing a Faith Based Area of Focus on a foundation of experiential learning requires innovative thinking.

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

- Describe how a MSW program can develop a Faith Based Area of Focus
- Illustrate how a MSW area of focus teaches students to integrate faith and practice through a Christian Worldview that honors the NASW Code of Ethics.
- Identify student/faculty research findings which validate non-profit management, spirituality and experiential learning as key components in program building

Level of Presentation: Intermediate

Workshop Track: Social Work Education

Workshop Description: Many students search for the fit between social work and their faith. In classes, field placements, and in agencies students and workers "recognize the complex tensions between their religious faith, agency auspices, and the secular values of the social work profession"(Hugen, 2016, pg.71). This presentation will highlight the

process of building a MSW Faith Based Area of Focus. Answering their call to serve and to prepare Servant Christian Leaders, the co-leaders of this Faith Based Area of Focus, show how they designed a three course Area of Focus in an Advanced Generalist MSW Program. The area of focus equips students to ethically integrate their spirituality in professional social work practice. The area of focus is taught from a justice perspective that honors the dignity and worth of all persons and teaches students advanced aspects of integrating faith in all components of social work practice. Students seeking faith based leadership skills and those who are "called to serve" learn advanced skills to address societal problems found within any social work program. Student/faculty participatory research validate non-profit management, spirituality and experiential learning as key components in program building. Growing a Faith Based Area of Focus on a foundation of experiential learning requires innovative thinking. Through experiential learning, professors model the integration of spirituality, social justice, and values of social work. Students have the opportunity to apply and integrate their classroom learning and their call to serve. The student, professor, and community agency create a learning partnership through which CSWE core competencies, social justice, and spiritual mandates can work in harmony. Service learning is a critical component of the educational experience of students pursuing their social work degrees. Described as a three-legged stool, service learning enhances educational value through the promotion of student reflection, critical thinking, and problem solving (Lemieux & Allen, 2007). Blundo (2010), "true service-learning establishes the act of service as a significant part of a course and the community connection acts as second text of learning" (pg.92). Petracchi, Weaver, Schelbe, and Song (2016) concluded that early service experiences had a positive experience on students' professional development, specifically their understanding of social justice, cultural competence, and self-awareness (p. 334). The content of this presentation adds to the body of knowledge that validates embracing spirituality in social work education. The presenters show how students are taught skills in integrating faith and practice through a Christian Worldview that honors the NASW Code of Ethics. Presenters will show how students are taught to connect spirituality, non-profit management, social justice, and ethical decision-making to honor the dignity and worth of all people and to make a positive impact on the world.

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Presenter Bio (s): Dr. Helen Mudd is a professor at the Carver School of Social Work at Campbellsville University. She received her Ph.D. at the University of Louisville and her Bachelor and Master's Degrees in Social Work from Eastern Kentucky University. Dr. Mudd is the Co-Lead of the MSW Faith Based Area of Focus. Prior to entering academia full-time, Dr. Mudd worked for 23 years in child protective services. Dr. Mudd has been a licensed social worker for 32 years.

Dr. Kimberly N. Mudd-Fegett is an Associate Professor of Social Work at Campbellsville University. Prior to moving into full-time academia, Dr. Mudd-Fegett worked thirteen years for the Kentucky Cabinet for Health and Family Services in Child Protection.

Workshop Title: Journey of Childhood Trauma: From Roots to Wings

Workshop Presenters: Dr. Kimberly Mudd-Fegett, DSW Dr. DeNika VanCleave DSW

Workshop Abstract: Survivor of childhood trauma joins with forensic interviewer to share journey of hope and survivor. Childhood trauma may include physical abuse, mental abuse, emotional abuse or neglect. As social workers, we must be aware and understand the challenges foster youth face in order to provide hope, compassion and love.

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

- Discuss the impact of trauma on foster youth.
- Review the importance of foster youth receiving quality services to address traumatic experiences.
- Articulate innovative strategies for guiding foster youth in finding their wings.

Level of Presentation: Basic

Workshop Track: Direct Practice, Individuals, Couples & Families

Workshop Description: Youth in foster care experience trauma and face adversity. Many youth in foster care have experienced extensive trauma dating back to their youngest years of age (John et al., 2019). This trauma may include physical abuse,

mental/emotional abuse, and/or neglect. There are thousands of youth in foster care that require additional support and quality services to address this trauma. Social Workers, often overcoming our own trauma, must be aware and understand the challenges foster youth face in order to provide appropriate services and support to these youth. According to Larsen et al. (2018) foster youth are more likely to be diagnosed with mental health disorders than their peers. Foster youth are also more likely to experience homelessness, mental health instability, substance abuse issues, lack of education, unemployment, and are more likely to become teenage parents (Collins et al., 2018). Youth in foster care typically fall behind in their education; 50% of youth graduate from high school, 15% attend college, and less than 3% of foster youth alumni graduate from college (Nfyiadmin, 2017). About 25% of youth who age out of foster care experience homelessness and foster youth are 25% more likely to experience Post-Traumatic Stress Disorder (PTSD), depression, or low self-esteem than their peers (Nfyiadmin, 2017). It is essential social workers be trained to provide compassion, love, support and most importantly hope. Jeramiah 29:11 says "For I know the plans for you declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." Jesus lays the path for our foster youth and directs us, as their social workers, to help them overcome adversity by serving others. Child welfare is filled with tragedy, adversity, loss and pain; but the trauma need not define these foster youth. This workshop will provide participants with an overview of the impact of trauma on young lives. Professionals, with over twenty years of experience working with victims of child maltreatment, will demonstrative innovative strategies for working with these young victims. The presenters will highlight how Christian Social Workers, utilizing an empowering approach grounded in love, hope and faith, helped traumatized youth morph from roots of trauma to wings of survival and success.

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Presenter Bio (s): Dr. Kimberly N. Mudd-Fegett is Associate Professor of Social Work at Campbellsville University. Dr. Mudd-Fegett obtained her Doctorate of Social Work from Capella University in June 2016. Prior to beginning fulltime with Campbellsville in Fall 2016, Dr. Mudd-Fegett worked thirteen years for the Kentucky Cabinet for Health

and Family Services in Child Protective Services. In addition to working at Campbellsville, Dr. Mudd-Fegett is a certified forensic interviewer and employed with Silverleaf Sexual Trauma Recovery Center in Elizabethtown where she has completed nearly 3000 forensic interviews. Dr. Mudd-Fegett teaches a vast array of courses in both the Undergrad and Graduate program to include; Human Behavior and Social Environment, Child Abuse & Neglect, Foster Care & Adoptions, Introduction to Social Work and Leadership.

Dr. A. DeNika VanCleave is an Assistant Professor of Social Work at Campbellsville University. Dr. VanCleave obtained her Doctorate of Social Work from Capella University in May 2021. Prior to beginning fulltime with Campbellsville University in Fall 2021, Dr. VanCleave worked over five years for Kentucky Cabinet for Health and Family Services in Child Protection Services. As an assistant professor at Campbellsville University, Dr. VanCleave teaches a variety of undergraduate courses. These courses include; Human Diversity, Quantitative Research, Qualitative Research, Human Behavior and Social Environment, Child Abuse & Neglect, Practice I, Practice III and Foster Care and Adoptions.

Workshop Title: Fostering Unaccompanied Minors: The Savior Complex vs. Positive Parenting

Workshop Presenters: Shirley Newton-Guest, DSW, LICSW, LCSW-C (not presenting)
Tonia Martin Jocelyn Edwards MSW Jewel Bowlding

Workshop Abstract: This presentation discusses the need and reasons for foster parenting unaccompanied minors. Quality time in foster care helps to bond the parent and youth as well as understanding each other's culture and experiences more (Gomez, 2016). However, the reason why people foster this vulnerable population is even more important.

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

- Understand the challenges and consequences facing unaccompanied minors from Latin America and Mexico to the United States.
- Define the personal motivation of being a foster parent for unaccompanied minors.
- Comprehend the concept and pitfalls of the savior complex. Understand positive parenting and its application to unaccompanied minors.

Level of Presentation: Intermediate

Workshop Track: Direct Practice Groups and Communities

Workshop Description: 1)Introduction (10 minutes) Scripture Prevalence Issues that affect foster parenting with this group Understanding the Core Values Fostering

Unaccompanied Minors (30 minutes) "Understanding the role and vetting of foster parents" Formulation of foster parent/practitioner alliance "Understanding the journey: Impact on behavioral health and the parent/child relationship Implications for Social Work Practice (20 minutes) The placement process: "Practice dilemmas (ethnocultural implications) "Ethical concerns "Societal challenges for unaccompanied minors " Biblical Significance Clinical Social Work Strategies (30 minutes) Current trends in clinical practice Recommendations Conclusion 2) This presentation will incorporate Colossians which addresses problems in the church and challenges believers to examine their lives and be transformed through the love of Jesus. The Apostle Paul have admonitions for both father and children. Colossians 3:20-21 reads: "Children obey your parents in all things, for this is well pleasing to the Lord. Fathers do not provoke your children, lest they become discouraged." These passages emphasize that children should obey their parents, and parents should consider the well-being of their children, that parents should be careful not to frustrate their children or discourage children. These Scriptures provide a reality check regarding unaccompanied immigrant children and serve as a reminder that children must not be harmed, physically or emotionally. Worship is of little interest to God if they are not accompanied by human kindness and respect the children and less fortunate among us. 3) As practitioners, social workers are educated to help people address personal and systemic barriers to optimal living. They are employed to effect positive change with individuals, families, groups, and entire communities (NASW, 2021). This presentation is informed by the social work profession's core values, micro practice, and Theological/Biblical stories related to humane treatment of children. Concern for immigrants and children is found throughout the Bible, particularly in the Colossians, Deuteronomy, Mark, Matthew, Proverb and Zechariah's scriptures. Jesus made it known that children must be valued, loved, and shown compassion (Matthew 19:14). The tragedy unfolding at the Border is troubling. This presentation discusses the challenges, and the impact of foster parenting when the motivation is questionable. 4) Many foster parents are not prepared to deal with the emotional trauma experienced by unaccompanied minors, or the behaviors that may be manifested due to this trauma (Alvarez & Alegria, 2017). Foster parents often have unrealistic expectations of joyful and children thankful for their "rescue." Given the trauma many of these children have undergone, this idealized relationship may not match the reality. We will discuss the mechanisms and positive parenting strategies used to develop a strong, committed relations.

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Presenter Bio (s): Ms Tonia Martin is a licensed social worker who has been working in the field of social work since graduating from University of Maryland School of Social Work. She has worked within a variety of settings and with different populations. Tonia Martin has been working in field of Child Welfare for the last 14 years. For the past 2 ½ years, she has taken on an administrative role within the child welfare realm of practice. She is currently the licensing recruiter supervisor with Bethany Christian Services. She responsible for licensing foster parents and preparing them for fostering unaccompanied minors from the southern border.

Tonia Martin also has lended her skills and experience as a field instructor with Howard University School of Social Work. Tonia has noted that her experience as a field instructor has piqued her interest in working in academia. She is eager to encourage and motivate future social work students to reach their full potential. Education is the key to change our future generations.

Ms. Jocelyn Edwards received her undergraduate degree in social work from Bowie State University. She earned her MSW from the University of Maryland Baltimore. Jocelyn works at Bethany Christian Services in Crofton, MD as a Licensing Specialist for the Transitional Foster Care Program. She enjoys traveling, trying new restaurants, and spending time with family. Jocelyn hopes to be a positive contributor to the social work profession.

Ms. Jewel Bowlding is a licensing specialist intern at Bethany Christian Services Transitional Foster Care Program, Refugee and Immigrant Foster Care. She received her Bachelor of Science in Counseling and Human Services minor in Psychology from Stevenson University located in Baltimore County, Maryland. She currently attends Howard University and will receive her MSW in December 2022. She enjoys traveling, exercising, and trying new food.

Workshop Title: Restorative Spiritual Practices: Tools for building the beloved community

Workshop Presenters: Bonnie Nicholas, LMSW

Workshop Abstract: Relationship is critical to human flourishing and to the life of the Church. We are called one body with many parts, a temple where God dwells. Given all that divides us, how is it possible to thrive? Restorative practices, especially when viewed through a Christian lens, offer tools that can help.

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

- Articulate the value and importance of community relationships for human flourishing using foundational Bible principles and current social research.
- Understand and use several practical practices or tools, appropriate in a variety of contexts, to deepen relationship and build community.
- Know where to go to find additional resources for further learning to increase skills for use in their own context.

Level of Presentation: Basic

Workshop Track: Faith & Justice

Workshop Description: First, a brief look at the critical importance of relationship and community for human flourishing, as well as the nature of human relationship. Key dynamics discussed are: equality for all people; our interconnectedness; agency, having a say in what happens; and systems of partnership rather than dominance. Not surprisingly, biblical principles support what social science is revealing to us about what is beneficial to humankind. Key biblical concepts include the idea of Imago Dei, the dignity and worth of every person; the analogy of one body of Christ made up of many parts; Jesus' example of loving us and calling us friends; and Jesus' system of empowering others and sharing power, rather than seeking it for himself. Social research has clearly shown a high correlation between social connection and physical and mental well-being. Research also shows that social support buffers the harmful physical and mental impacts of exposure to stress. Growing disconnection, widening cultural divides, and the isolation experienced during Covid has exacerbated the need to develop tools and resources for building social connections, deeper relationships and thriving communities. (15-20 minutes) We are hard-wired for relationship, perhaps because we are created in the image of a triune God, who exists in relationship. Restorative practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities. (See iirp.edu/restorative-practices) Restorative practices can also be used for training in listening skills, leading to increased understanding and empathy, which are important first steps toward building bridges across various cultural divides. We will spend time reviewing key restorative concepts and practices, with

opportunity to see them demonstrated and/or practice using them in small groups. Included in this interactive section will be use of affective statements and questions, restorative circles, and the 3Practices circle, for crossing divides. (See 3practices.com) Three practices identified by Jim Henderson and Jim Hancock are to be unusually interested in others, to stay in the room with difference, and to stop comparing my best with your worst. (30-40 minutes) Finally, we will look at additional resources from other organizations doing similar work and discuss how these practices can fit within a distinctively Christian framework, whether or not the organizations are faith based. Many of these organizations offer additional training and learning opportunities. These may include: Chapman Foundation for Caring Communities; Center for Empathy in Christian and Public Life; How to Heal our Divides; Moving Circles; Center for Partnership Systems; and Narrative 4. (10-15 minutes) Social workers and the Church, are uniquely equipped to lead in the movement toward connection and relationship already underway and is so desperately needed.

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Presenter Bio (s): In 2020, Bonnie Nicholas retired from her position as Director of Safe Church Ministry for the Christian Reformed Church in N. America. In this position she trained regional teams across the U.S. and Canada in abuse awareness, prevention and response within a Christian context. She has also enjoyed facilitating several spiritual retreats for women. Prior to that she worked as a staff member for InterVarsity Christian Fellowship at Michigan State University, where she went back to school and earned her MSW degree in 2003. (Note: B.A. degree from Wheaton College, in Wheaton, IL in 1977) She also studied, primarily remotely, at the International Institute of Restorative Practices, located in Bethlehem, PA earning her Graduate Certification in 2021. She lives with her husband in Shelby, MI and leads a restorative practices team at her church.

Workshop Title: Self Care: Beyond Bubble Baths and Nature Walks

Workshop Presenters: Cheryl Nitz, ACSW

Workshop Abstract: Self-care discussions often center around activities which we know refresh us but find difficult to fit into our busy lives. Then when we do, relief is sadly temporary. Perhaps self-care has more to do with what goes on in our hearts and heads, beliefs about ourselves, our clients, and God! Let's discuss!

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

- Identify some truths and misconceptions about self-care
- Reflect on their own practices to identify self-care practices that have been helpful. Discuss the value of boundaries, time management, healthy relationships
- Explore how their image of God, beliefs about Him and about themselves can moderate the relationship between stress and burn-out/compassion fatigue

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Professional Relationships, Values & Ethics

Workshop Description: Why Self-Care " 5 Min "Are We Even Sure That It Is Biblical?" 5 Min "Common Misconceptions Of Self-Care & Ineffective Coping- 3 Min "Effective Self-Care Strategies " Discussion " 5 Min "4 Arenas: Boundaries & Time Management- 5 Min Healthy Relationships And Supports - 5 Min Self-Talk & Self-Compassion - 5 Mi God Image And Religious Coping " 5 Min "What If We Started First With God Image?" 5 Min "Discussion " 10 Min "Thriving In Our Calling " 7 Min Many of us began our careers in social work with a keen sense of adventure and enthusiasm, maybe even a holy calling to be Jesus' hands and feet as we walk alongside those in need. We soon discover the time-demanding, emotionally taxing, physically draining nature of the work. In this workshop, we will touch on the biblical basis for making self-care a priority. The NASW Code of Ethics guidelines will also be addressed. Participants will discuss self-care strategies that are personally beneficial to them. Boundaries, time management, and healthy relationships will be covered briefly as essential components to facilitating healthy balance and longevity in the field. Research on cognitive coping and self-compassion will be shared to introduce the idea that our thinking patterns, beliefs about our clients, our selves, and our roles have a great impact on the likelihood of burnout. God image will also be discussed to explore how our view of God is foundational to the other beliefs discussed, and how it impacts the way we think about our work, expectations we have of ourselves and others, how we deal with stress, disappointments, failures, and our limited ability to meet client needs. Participants will discuss this notion and we will close with encouragement from Scripture. "

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Presenter Bio (s): Cheryl Nitz, ACSW, LCSW is a licensed clinical social worker and has over 35 years of professional experience, specializing in attachment, trauma, foster care, and adoption, and has presented hundreds of seminars and workshops on related topics. She received her Masters Degree in Social Work from Rutgers University in 1989. She currently is the Chair of the Department of Social Work at Liberty University and is privileged to work there with a great team of faculty and staff who help to prepare emerging social work professionals to live out their calling to be the hands and feet of Christ.

Workshop Title: Creating a Drama-free Workplace through Biblical Peace-making

Workshop Presenters: Jeffrey Nitz, MSW, LCSW

Workshop Abstract: Relational drama due to unaddressed and unresolved staff conflicts can seriously undermine the service and mission effectiveness of any organization. We decry it among our teams, but what gets actually done about it? This workshop provides a practical path to addressing workplace conflict and creating vital shalom within work teams.

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

- Identify common factors that contribute to and/or exacerbate workplace conflict.
- Understand how the NASW Code of Ethics and the Bible can provide meaningful guidance to this topic
- Apply social work, biblical and researched principles to the creation of healthy shalom-filled teams/organizations.

Level of Presentation: Intermediate, Advanced

Target Audience: Administration and Work with Organizations

Workshop Description: I. Brief Outline of the presented topic A. Intro of self and topic and its relevance in today's work teams (5 mins) B. The problem of unresolved relational conflict among teams (15 mins) 1. Research studies relating to the impact of unresolved conflict on work teams including its interaction effects with childhood trauma 2. Common factors that contribute to the problem 3. Once rooted in the organization or team, why is conflictual, tense workplace so difficult to root out? C. What do we do about it? Creating healthy, shalom-filled workplaces (35 minutes) 1. How our NASW Code of Ethics speaks to this topic 2. What does our faith have to say about peace-making? 3. What makes this a primary (not secondary or tertiary) area of focus for the effective leader? 4. One agency's experience with this and specific learnings over the last 3 years of intentionally working to create healthy responses to conflict. 5. How does this relate to your workplace and what you've learned? 6. Strengths to draw on in your workplace to overcome established conflict patterns D. Concluding comments (2 minutes) E. Questions and Comments (8 minutes) II. Faith Component I will be describing in detail a Christian ethic regarding conflict resolution as proffered by Peacemaker Ministries, summarized by the book *Resolving Everyday Conflict* by Ken Sande, and inclusive of specific biblical passages that pertain to this topic. III. How the presentation is informed by relevant social work and biblical literature? We will review the Social Work Code of Ethics and, in particular, section 2 regarding a social workers' ethical responsibility to colleagues. I have already addressed the theological component under item II. IV. While I would not identify this as a practice session *pe se*, I will be incorporating a strong research component and addressing diversity as one factor for the range of responses to conflict.

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Presenter Bio (s): Jeff brings 36 years of experience in faith-based child welfare services primarily in management and executive leadership. Before joining Patrick Henry Family Services in 2017 as their Chief Operating Officer, he served in various leadership capacities for 22 years at Bethany Christian Services. He has presented in various conferences including previous NACSW conventions and has served as a social work adjunct faculty at both Cairn University and Liberty University. Jeff earned his bachelors degree in Psychology from Wheaton College (IL), his Masters in Social Work from Rutgers University, and holds a LCSW in the commonwealths of Pennsylvania and Virginia. He is currently about 2/3rds completed with his doctoral work in Community Counseling and Care with a traumatology focus.

Workshop Title: The Challenges of Being a Mother/Professor: Voices of Mothers in the Academ

Workshop Presenters: Erin Olson, PhD, MSW, LISW

Workshop Abstract: Balancing and navigating the roles of being a professor and a mother can be a joyful and yet sometimes challenging journey. Using the book *Power*

Women, this workshop will help attendees consider the way approaching these challenges from a social work perspective and with social work skills can help current and future social work academics thrive.

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

- Understand the complex meanings of calling and vocation as they relate to both personal and professional spheres.
- Recognize the unique role of a social work perspective in helping ourselves manage dual roles of motherhood and the academy.
- Identify ways we as mothers, social workers, and Christians can challenge current cultural perspectives and narratives around work and family.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Work Education

Workshop Description: I. Managing Dual Roles of Mother and Professor (5 minutes) II. The Demands of the Academy (10 minutes) III. Challenge of Intensive Mothering culture (10 minutes) IV. How Faith and Calling Can Encourage and Support Dual Roles (15 minutes) V. Shifting Perspectives and Challenging Culture (5 minutes) The main emphasis of this presentation will be on the view of vocation and calling when it comes to the dual roles of motherhood and the academy. Both roles are distinct and unique callings from God, but balancing both requires a deep faith and reliance on God's grace. Using both the book *Power Women* and also *Visions of Vocation* will give the presentation a solid theological grounding and basis. Both books seek to dispel the notion that calling and vocation are relegated to one specific role or sphere, but encourage Christians to think about how God has called us to multiple roles and responsibilities. The presentation will also utilize stories from Diana Garland's book highlighting the challenges some social workers face while trying to navigate professional roles and personal responsibilities. Recent research has identified the phenomena of "intensive mothering" and its emphasis in our culture. The presenter will provide specific examples of how this is demonstrated in our workplaces and personal spaces.

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Presenter Bio (s): Erin Olson is the Social Work Program Chair and MSW Program Director at Dordt University. She earned a PhD from Baylor University in 2017, an MSW from University of Nebraska-Omaha in 2004, and a BSW from Dordt College in 2002. Erin has independent licensure in the state of Iowa. Erin has presented a workshop at the last 5 NACSW conferences. Prior to teaching she worked in community mental health as a homebased counselor and department supervisor and then as a hospital social worker.

Workshop Title: Emotional and Spiritual Needs of Therapists of Color in Trying Racial Times

Workshop Presenters: Jennifer Shepard Payne, PhD

Workshop Abstract: Therapists of color have the double burden of facilitating healing for clients affected by racial trauma, even while being influenced by racial trauma themselves. Thus, it is crucial to examine the emotional and spiritual needs of therapists of color to help facilitate their ability to thrive in the profession.

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

- Identify key challenges faced by therapists of color as they navigate providing service to oppressed communities and learn how to address obstacles
- Articulate several areas of emotional and spiritual need that therapists of color state would help to facilitate thriving in their profession
- Apply the implications from the findings discussed in this presentation to decrease race-based trauma for clinicians of color in our organizations.

Level of Presentation: Basic, Intermediate Advanced

Workshop Track: Research and Practice w/Ethnically Diverse Populations

Workshop Description: Being a mental health clinician of color during racially tumultuous times is a definite challenge. While therapists of color are being called on more and more to address their clients' racial and systemic trauma, they simultaneously experience racial stress or trauma themselves (Richards et al., 2011). Research has shown a dire need to provide trauma-based services related to racism, yet providing these services is complicated by historical traumatic experiences. Also, without system change, present healing does not prevent the perpetration of future traumatic events. Therapists of color experience unique challenges from some of their client's transference reactions, such as being stereotyped, caricatured, or racialized (Kelly & Greene, 2010; Tinsley-Jones, 2001). Thus, therapists of color are at a higher risk of experiencing compassion fatigue, vicarious trauma, and burnout than their white peers (Anstey & Wright, 2014). Thus, it is crucial to examine the needs of therapists of color to help facilitate their ability to thrive in the profession. A few researchers have studied the needs of therapists of color. They made some recommendations that include giving voice to BIPOC therapists, allowing them to collectively normalize their experiences, create communal spaces, mentoring opportunities, and collectively address systemic barriers. (Beliard et al., 2018; Teran et al., 2017; Watts-Jones et al., 2007; Wieling & Rastogi, 2004). In June 2020, soon after the George Floyd murder, the presenter sent a survey to several therapists of color across the country who were active in a particular social media group, and 120 therapists of color responded. The goal of the survey was to find out what these therapists of color felt that they needed. The therapists who responded were primarily social workers or licensed professional counselors, but other disciplines such as psychologists, life coaches, pastoral counselors, and addictions counselors also responded. Respondents were from areas all over the United States, and the majority were licensed in their state. The survey was a mixed-method survey with quantitative and qualitative (open-ended) questions. This analysis focused on a qualitative question: "As a clinician of color in these difficult times, what is it that you feel you need right now?" The therapists' answers fell under specific themes, which will be elaborated on in this workshop. After detailing the information they revealed regarding their emotional and spiritual needs, the presenter will discuss future recommendations and implications that can positively impact social work therapists of color.

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Presenter Bio (s): Jennifer Shepard Payne, Ph.D., LCSW, is a Research Scientist and Clinician at the Kennedy Krieger Institute in the Center for Child and Family Traumatic Stress (CCFTS) and the Center for the Neuroscience of Social Injustice. She is also an Assistant Professor at the Johns Hopkins University School of Medicine within the Department of Psychiatry, Division of Child and Adolescent Psychiatry. She received her doctorate in Social Welfare from UCLA and is a Licensed Clinical Social Worker with many years of experience in mental health clinical practice. For several years, Dr. Payne has been working on culturally tailoring Acceptance and Commitment Therapy (ACT) for African American communities experiencing racial trauma: www.POOFPullingOutOfFire.com. She is a board member of MEND, a non-profit for clinicians of color being trauma-trained to help oppressed communities: www.mendminds.org.

Workshop Title: COVID, Social Work Education & Preparation for Post-Pandemic Practice

Workshop Presenters: Don Phelps, Ph.D., LCSW

Workshop Abstract: The pandemic has caused a seismic shift in the landscape of social work education and practice. This session will focus on how COVID has impacted student learning and holistic wellness, and its effect on the next generation of social workers in post-pandemic practice.

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

- Research findings on the pandemics impact on social work education and student preparation for post-pandemic practice
- Understand findings on the pandemics impact on student learning and the holistic well-being of social work students
- Pedagogical responses in social post-pandemic social work education

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Work Education

Workshop Description: Outline: A. Introduction of the general impact of the pandemic on social work education B. A look at specific issues regarding student learning and community C. A look at specific issues regarding physical, emotional, social and spiritual health D. How the pandemic has changed social work education and practice E. Pedagogical responses in post-pandemic social work education F. Discussion on how well our social work students are prepared for post-pandemic professional practice G. Conclusion and the need for additional research. In the last year, many scholarly research articles on the impact of the pandemic on social work education and practice have been published. This presentation will summarize that research and the presenter's 27 years as a social work educator and 20 years of leadership in NASW.

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Presenter Bio (s): Phelps received his Ph.D. in social work from the University of Illinois in 1997 and is currently a Professor of Social Work at Aurora University. Since 1985, he has worked as a youth and family therapist, outdoor adventure therapist, clinical director, chief operating officer, and chief executive officer in behavioral healthcare. Phelps has received many university awards for his teaching and community service. In 2016 he received the Meritorious Faculty Award; in 2012 Professor of the Year Award; in 2010 John McKee Citizenship Award; and in 2003 the Trumbo Excellence in Teaching Award. He has served in many leadership roles at the National Association of Social Workers including President of the Board of Directors of the IL Chapter (2015-2017). In 2007, he received the NASW IL District Social Worker of the Year Award.

Workshop Title: Forgiving the Unforgivable: Helping Survivors of Marital Infidelity

Workshop Presenters: Jim Raines, PhD Micheal Weuste PhD

Workshop Abstract: Marital infidelity causes a nuclear explosion in marriages. This workshop will address the shock, disbelief, and excruciating pain that betrayed partners feel. It will address the prevalence of infidelity, its causes, types of affairs, and consequences. It will address treatment for the betrayed spouse and where forgiveness fits in the process.

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

- Learn the different types of affairs
- Address the devastating consequences of affairs
- Articulate how to appropriately facilitate forgiveness

Level of Presentation: Intermediate, Advanced

Workshop Track: Direct Practice, Individuals, Couples and Families

Workshop Description: 1. Prevalence Causes Cognition Unforgivable nature Types of Affairs Consequences Treatment Preparation Evidence-based practice Practice-based evidence Benefits & dangers of forgiveness Kinds of Forgiveness Prerequisites & Facilitators of forgiveness 2. Starting with the ten commandments we'll examine the scriptures related to infidelity and its use a metaphor for our relationship with God. 3. The presentation will provide both evidence-base practice from the research as well as practice-based evidence from practitioners. 4. The presentation will discuss the ethical requirement of adequate preparation prior to working with couples experiencing infidelity.

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Presenter Bio (s): Jim calls himself an accidental academic with the heart of a practitioner. He has over 20 years of experience working with K-12 students. He is the author of over fifty publications and five books published by Oxford University Press. He provided the the Alan Keith-Lucas Lecture for NACSW in 2021.

Dr. Micheal Weuste earned his BA in psychology from Wheaton College, his MSW from University of Illinois at Chicago, and his PhD from the Institute for Clinical Social Work. He is a certified marriage and family therapy supervisor and currently a dissertation advisor for Liberty University's Doctorate in Social Services.

Workshop Title: Lessons Learned for Effective Leadership During Crisis and Change

Workshop Presenters: Mary Rawlings, PhD, LCSW

Workshop Abstract: Events of the past two years have challenged leaders of academic, church, and social welfare agencies. Drawing from 18 years in higher education leadership, this interactive workshop will explore from a faith-informed perspective,

lessons learned for effective leadership in times of change and for creating renewed hope for the future.

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

- Examine unique leadership challenges brought on by the COVID-19 pandemic, racial reckoning, and political division.
- Articulate competencies for effective leadership during crisis, change, and reinvention.
- Explore the role of value/faith informed leadership in navigating crisis and creating hope for the future.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Administration and Work with Organizations

Workshop Description: Outline of Key Topics: I. Unique challenges faced by leaders of academic, church, and social welfare agencies during the past 2 years (15 minutes) II. Characteristics of effective leadership during periods of change and crisis (30 minutes) III. Role and impact of Christian faith on leadership values, behavior, and decision making (15 minutes) IV. Moving beyond crisis to renewed vision (15 minutes) In the best of times, leadership is challenging. Crises exacerbate already existing leadership challenges. During the summer of 2020, leaders experienced multiple challenges brought on by the COVID-19 pandemic, racial reckoning, and political division, calling on them to have to pivot resources, engage multiple and varying constituents, and respond rapidly to ever changing environments (Gigliotti, 2021). Being service oriented, social welfare agencies, churches, and educational institutions faced unique challenges as they worked to continue to serve clients, parishioners, and students (Marshall, et al, 2020; Rich & Stennis, K.B., 2021). Effective leadership is critical for navigating crisis, change, and reinvention for the future (Gigliotti, 2021). Leadership characterized by competence, character, communication, and compassionate relationship facilitates motivation, engagement, empowerment, and inclusion in those we lead (Brimhall, K.C. et al, 2017; Gigliotti, 2021; Marshall, et al., 2020). Leaders hold a unique responsibility for setting the culture and supporting employees during crisis and change so that the needs of constituents are met. Values driven leadership, centered in Christian faith, can provide a compass for navigating change, and building renewed vision centered on purpose (George, 2015; Minor & Bickerton, 2020). Drawing on over 15 years of higher education leadership experience. This interactive workshop will engage participants in exploring challenges faced by leadership, characteristics of effective leadership, and the role and impact of Christian faith on leadership values, behavior, and decision making. Moving beyond crisis to renewed vision will be explored.

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Presenter Bio (s): Mary Rawlings, PhD, LCSW, is a professor at Azusa Pacific University. She served over 18 years as chair of the department of social work, leading 20 faculty, 3 staff, and 30 adjuncts through various seasons of change. She is interested developing social work leaders, competency-based education, student development of clinical skills necessary for entry-level practice, assessing outcomes of social work education, and experiential learning models (such as simulation and service-learning). She is a licensed clinical social worker in the State of California.

Workshop Title: Facilitating a Cross-Generational Virtual Classroom: A Professor Perspective

Workshop Presenters: Karen Reid, MSW

Workshop Abstract: Exploring generations that can be represented in a virtual classroom and how to best support their distinctions as the faculty member. A comparison of needs from the Boomer generation to current young adult generation will be reviewed. Discussion specific to having multiple generations represented in a synchronous environment.

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

- Define unique characteristics of "Baby Boomer" "Generation Alpha" generations. Recognizing supportive techniques for cross-generational interactions.
- Recognize challenges/strengths of the synchronous virtual classroom
- Learning how to apply understanding to best serve each generation.
- Identify religious/spiritual components of each generation and their impact. Gather further support through open discussion on cross-generational exchanges

Level of Presentation: Basic Intermediate Advanced

Workshop Track: Social Work Education

Workshop Description: 1) Outline: Introduction/Objectives 5 minutes Generational Review 15 minutes Synchronous Virtual Classroom 10 minutes Supportive Techniques 10 minutes Faith Integration 5 minutes Open Discussion 10 minutes Question and answer 5 minutes 2) Faith, religion, and/or spirituality component In exploring the distinctions of each generation, the presentation will review the religious/spiritual component. During the presentation, there will be a focus on expanding on the differences and how this too impacts supporting a cross-generational virtual classroom. 3) An explanation how the presentation is informed by relevant social work and theological/biblical literature: The current literature review informs us of the differences between generations, which allows for known diverse value in each cohort. During the presentation, the discussion will be placed on the virtual classroom setting, which is ever-expanding. Attention will be focused on facilitation and how to balance cross-generational needs. A specific review of the synchronous virtual classroom will be the focal point of this presentation. Biblically it is important to look back on past generations as learning can occur.

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Presenter Bio (s): Karen Reid serves as the Director of BSSW Field Education at Liberty University. Karen graduated from Union University with a Bachelor of Social Work in 2010. She went on to complete her Master's in social work from the University of Southern Mississippi in 2011. Prior to her full-time transition into academia in 2021, Karen served in the medical setting with an emphasis on Hospice/end-of-life and perinatal work for the last 10 years. Currently, her passion includes serving students as they are in their Field Experiences to prepare for future practice situations. Karen has

taught practice and Field related courses to both online and traditional residential students since 2020. She is a Licensed Certified Social Worker through the State of Mississippi.

Workshop Title: Inspired by Our Roots and Faith: Black Males use of Spiritual Coping

Workshop Presenters: Telvis Rich, EdD, PhD, LMSW

Workshop Abstract: A qualitative study was conducted to explore the lived experiences of Black male Social Workers. The study was comprised of practitioners, graduate students and professors. Three key themes emerged from the study. The themes are Spiritual Coping, Coding Switching, and Workplace Engagement. During the presentation, each theme will be presented and examined to advance the intersectionality of faith integration and the well-being of Black male Social Workers.

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

- Explore Spiritual Coping as a method to manage workplace issues faced by Black Christian male social workers
- Identify Microaggressions impacting the workplace inclusion issues faced by Black Christian male social workers
- Examine how workplace engagement promotes well being, health and mental health of Black Christian male social workers

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Research and Practice with Ethnically Diverse Populations

Workshop Description: 1. The session will focus on the three themes to demonstrate the impact of how Spirituality Coping, Coding Switching and Workplace Engagement influences the well being, health and mental health of Black Christian male Social Workers. The presentation will include an introduction, discussion of the research and its findings, implications to enhance the experiences of Black Christian male social workers and audience engagement on best practices to reduced and eliminate these issues for colleagues facing such issues. 2. Spiritual coping is a mechanism used to manage and handle issues in the workplace, with health and mental health matters. 3. Social Work and Spirituality are integrated and at the center to the work and efforts of all Christian social workers. Believers operate from a faith perspective to cope with goodwill and challenges in higher education, practice and in life. This is supported by scripture: Matthew 6:34: "Therefore do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own." Philippians 4:6: "Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. Deuteronomy 33:27 The eternal God is your refuge, and underneath are the everlasting arms. Psalm 34:17 When the righteous cry for help, the Lord hears, and rescues them from all their troubles. Isaiah 30:15 In repentance and rest is your salvation, in quietness and trust is your strength 4. The presentation will provide each audience member the

opportunity to explore how faith and Spiritual Coping influences are at the root of Black men and the Black family. Thus, the information shared can assist social workers will tools to better served this often marginalized population, Black men.

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Presenter Bio (s): Dr. Telvis Rich, NACSW Board President, LMSW Prior experience presenting at NACSW convention. College professor teaching in BSW, MSW and DSW programs

Workshop Title: Meeting the needs of caregivers of TBI survivors through teleheath

Workshop Presenters: Jean Roberson, DSW, LICSW Rachel Hagues PhD, MSW
Bethany Leonard

Workshop Abstract: Caregivers for traumatic brain injury survivors face unique challenges, often beginning with deep isolation. When these caregivers fail to thrive, the entire family system suffers, underscoring the Biblical principles of community and interconnectedness. Presenters discuss ways Christian social workers can use technology to connect with caregivers.

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

- Identify the unique characteristics and challenges of the TBI caregiver.
- Discuss the theological and Biblical imperatives on Christian social workers to provide services through methods aligned with the needs of TBI caregivers
- Work collaboratively to identify ways to apply the use of technology with this population to their practice contexts

Level of Presentation: Intermediate, Advanced

Workshop Track: Technology and Social Work

Workshop Description: A traumatic brain injury (TBI) can be defined as trauma to the head due to falls, vehicular accident, experiencing blasts or other explosions in military combat, or some other strike to the head that leaves lasting injury to the brain (Barrio, Hernandez, and Gaona, 2016). The Centers for Disease Control and Prevention (CDC) reported that there were 224,000 TBI hospitalizations and over 61,000 deaths in 2017 (CDC, 2021). TBIs can lead to major cognitive, emotional, and social damage and disablement that impact the individual survivor as well as the family system (Barrio et al., 2016). For those who experience a traumatic brain injury, the caregiver becomes essential to the overall health of the TBI survivor. However, research demonstrates that the toll on mental health for the TBI survivor's caregiver exceeds that of caregivers for individuals with dementia and cancer (Suntia et al., 2021). Services for TBI clients are few, especially for those in rural areas, and are often unaffordable. Few offer respite, leaving the caregiver isolated. This isolation is reinforced by a lack of social support from friends and family and the overwhelming needs of the TBI client. Because the caregiver is often the only one to provide care and support to the TBI client, boundaries become blurred, leading to enmeshment and difficulty in seeing him or herself as an independent person with separate needs. This enmeshment can then lead to greater isolation, often at the initiation of the caregiver. For this reason, outside connections become vital, as caregivers learn to maintain an independent identity from their loved one. Scripture is replete with themes of community, care for others, and the essential nature of relationships. It is no surprise, then, that populations characterized by isolation and deep loneliness deal with both mental health struggles and physical decline. As Christian social workers, it is both a professional and moral imperative to find ways to connect with these groups in ways that ease their burdens instead of adding greater demands. Presenters discuss their research and experiences working with this population, employing telehealth counseling for both individual and group sessions. The congruence between the use of technology and the unique challenges and needs for this population will also be discussed. This presentation is based on a mixed-methods research study conducted by the presenters in 2020-2021. Outline: 1) Key definitions (TBI, caregiver stress, etc) - 5 minutes 2) Describing the population - 10 minutes 3) Theological implications - community, isolation - 10 minutes 4) Research findings and Practice Wisdom - 10 minutes 5) Technology and Congruence with the population (characteristics and theological fit) - 10 minutes 6) Implications and Application to attendees' practices - 15 minutes

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Presenter Bio (s): Dr. Jean Roberson serves as Assistant Professor and Director of Field Education in the MSW program at Samford University in Birmingham, AL. She received her DSW from St. Catherine University/University of St. Thomas. She has presented previously at both CSWE and NACSW, and her practice experience focuses on faith-based settings. She is also licensed in the state of Alabama.

Dr. Rachel Hagues is Associate Professor at Samford University in Birmingham, AL. She received her PhD from the University of Georgia. She has presented at both CSWE and NACSW as well as other national conferences. Her research focuses on gender discrimination and refugee populations.

Mrs. Bethany Leonard is the Central Alabama New Client Specialist at the Alabama Head Injury Foundation in Birmingham, AL. She graduated with her MSW in 2021 and is licensed in the state of Alabama.

Workshop Title: How to become a Servant Leader of High Performance Teams

Workshop Presenters: Marilyn Roberts, LMSW, CGCS, MBA

Workshop Abstract: Servant Leadership is more than an action and this workshop will give you a plethora of skills for practical and immediate use. Steps to High Performance Teams as well as Biblical examples and real life examples will be presented to help you lead your people or project. Workshop will include handouts of helpful practical information.

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

- Learn how to be a servant leader or at the very least a better leader by having the opportunity to discover their leadership style.
- Understand the steps of high performance teams and how to help the team through each step by discovering their leadership personality.

- Leah

Level of Presentation: Advanced

Target Audience: Administration and Work with Organizations

Workshop Description: Servant Leadership is more than an action and this workshop will give you a plethora of skills for practical and immediate use. We will learn what a leader is, what a leader needs as well as what the follower is and needs. Steps to High Performance Teams will be discussed as well as education on how to get your people through each stage to the stage of High Performance using evidenced based and culturally-competent practice. Biblical examples and real life examples will be presented along with relevant social work components. This workshop will help poor leaders become better leaders and will help better leaders become great leaders. Workshop will include copy of the presentation, websites to discover your leadership style and various other handouts and resources. Q&A will conclude the workshop.

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Presenter Bio (s): Marilyn J Roberts LMSW, Medical Social Worker. Earned MSW and MBA from Newman University, Wichita, KS 2007. Marilyn has been trained as a Black Belt in Six Sigma, has trained High Performance Team Leaders and is in a leadership position at her church.

Workshop Title: Cultivating International Relationships in our Own Communities

Workshop Presenters: Elizabeth Roe, PhD, LISW-S Bekka Russell MSW, LSW

Workshop Abstract: This workshop will describe a project designed to encourage student participation in relationship building with immigrants and a migration awareness walk. The project will be described, including the qualitative data collected from participants on learning outcomes.

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

- Understand theoretical, ethical and biblical application applied to community belonging and mutually beneficial relationships with immigrants.
- Learn a model for developing relationships with immigrants and how to apply this model in their community.
- Comprehend qualitative outcomes from the two year project, including lessons learned towards applying this model in the future.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Work Education

Workshop Description: The workshop will begin with an introduction of the background of the project and related grant funding that led to the development of an immigrant relationship building initiative on our university campus (5 minutes). Followed by this introduction, facilitators will describe the theoretical foundation of this project, including social contact theory towards mutually beneficial goals, principles of belonging and relevant social work values and ethics. Next, facilitators will describe biblical and scriptural applications related to the importance of welcoming immigrants and learning from them as active members of our community. Research data will be shared on faith perspectives on views of immigration, supporting the need for such initiatives to better understand immigration in the U.S. (10-15 minutes). The implementation of the grant will be described, with specific examples of activities that students participated in including internships, sharing international meals together and a migration awareness walk on campus(10 minutes). Finally, qualitative research results will be shared describing the learning experiences of students who participated in the project (10 minutes). Facilitators will conclude by describing lessons learned, along with ways to encourage participants to create such opportunities for mutually beneficial relationship building in their own communities (10- 15 minute). We will leave any remaining time for Q and A (5-10 minutes).

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Presenter Bio (s): Elizabeth Patterson Roe, PhD, MSW, LISW-S, is a professor of social work and director of the Center for Intercultural Studies at Malone University, in Canton, OH. Her research, practice, advocacy and teaching focuses on international issues and community development work both at home and abroad.

Bekka Russell, MSW, LSW is an assistant professor of social work at Malone University and the field director. Prior to this she worked with child welfare. She continues to do community advocacy as it relates to child welfare, foster care and adoption, migrant workers rights and other relevant justice issues related to her community.

Workshop Title : At-Home Abortion: Navigating the Challenges of Client Support

Workshop Presenter: Lisa Rowe, LCSW

Abstract: At-home abortions are expected to be 70% of all abortions in 2022, presenting challenges and professional considerations for clinicians. We will showcase new consumer research on the impact and provide tools to meet clients where they are, assess their needs, and offer compassionate and effective healing.

Description: At-Home abortions (chemical, self-managed, abortion pill) have rapidly become the norm, growing as a percentage of all abortions from 5% in 2001 to an

expected 70% in 2022. This workshop focuses on how this development is changing the way people experience abortion and the challenges and professional considerations for clinicians. Outline (60 minutes): Chemical Abortions Overview (10), Chemical Abortion Impact on Clients (15), Assessment of Current Intake Process (15), Action Steps (10), Discussion and Q&A (10). Faith Connection: Social Workers help clients heal from a multitude of traumas and dysfunctions. Abortion is one of the most unaddressed behaviors due to the stigma and political and religious polarization connected to it. As Christians, we recognize that God is the Ultimate Healer. By listening and helping clients whose hearts echo Ps 25: 16-17, "Turn to me and be gracious to me, for I am lonely and afflicted. The troubles of my heart have multiplied; free me from my anguish," we can be the tool God uses to fulfill his promise "I am going to bring health and healing to it; I will heal my people and let them enjoy abundant peace and security." (Jer 33:6). Social Work & Biblical Connection: This workshop elevates competency and syncs social work ethics with Biblical principles of service, dignity of persons, cultivating integrity and trust in the therapeutic relationship, respect, compassion, and tending wounds to allow persons to flourish and prosper. Evidence-Based and Culturally Competent Ethical Practices We will share the most up-to-date consumer research in this area, differentiate how clients may experience at-home versus surgical abortions, discuss how to create safe space, use best-practice language to overcome barriers to healing, and compassionately and effectively communicate with clients hurting from abortion experiences. We will address common emotions people feel after abortion and complications from fear of judgment or condemnation or lack of acknowledgment of their feelings as real, which can be obstacles to seeking help that at-home abortions can amplify. We will assist participants to recognize that abortion grief is not a political or religious issue. Grief is a part of being human, and some people need help working through their thoughts, emotions, and behaviors. We will discuss the importance and best practices in approaching reproductive loss during intake and effectively assessing client needs. We will explain the 2022 White Paper on the Legal Obligation to Screen for Abortions and share clinical experiences of inadequate intake and a clinical practice's results after adding abortion screening to its intake. We will provide resources, including a best-practices intake form, to prepare clinicians to understand risk factors and symptoms that may have roots in a past abortion and to effectively assess clients and sensitively treat each person to address their needs and promote and restore well-being.

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

- Articulate the most recent consumer research, statistics, and differences clients may go through with at-home chemical compared to surgical abortion experiences.
- Utilize a best-practice intake form to effectively assess clients for risk factors, behaviors and conditions, and reproductive losses including abortion experiences.
- Implement tools to engage in abortion grief conversations with clients with confidence and sensitivity.

Workshop Track: Direct Practice Individuals, Groups and Families

Level: Intermediate

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Presenter Bio: Lisa Rowe is a LCSW, Founder and Lead Therapist of Rooted Therapies, co-author of *Unraveled Roots*, and CEO of Support After Abortion. She earned a M.A. Social Work, Clinical Track, from Univ of South Florida, 2007 and B.S. Family & Child Sciences, Florida State Univ, 2005. Her areas of expertise include helping people heal from codependency, addiction, sexual abuse, sex trafficking, foster care, teen parenting, unexpected pregnancies, and abortion. Lisa's passion is revealing the root of dysfunctional behavior and helping people find freedom from trauma. Lisa served as Executive Director of a pregnancy center, Vice President of Programming & Operations for a national anti-sex trafficking nonprofit, and an adjunct undergraduate professor. Lisa is a national level speaker and trainer who has reached 30,000+ people in the past two years with her messages of hope and healing.

Workshop Title: Holistically Speaking: Spiritual interventions for women living with HIV

Workshop Presenters: Ratonia Runnels, PhD

Workshop Abstract: Spirit-level interventions are shown to buffer psychosocial distress experienced by HIV positive persons. This presentation will discuss spiritually-oriented interventions and offer the applicability and replicability of these interventions as a basis for increasing treatment options for co-morbid women.

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

- Gain familiarity with spirit-level interventions for co-morbid individuals.
- Identify replicable interventions to implement with clients.
- Engage diversity and difference in practice through exposure to culturally relevant psychosocial interventions.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Research and Practice with Ethnically Diverse Populations

Workshop Description: Description: 1) Outline of key topics Introduction- 5 minutes Spiritually-oriented interventions " 20 minutes Comparison and critique of intervention components and methods- 20 minutes Applicability and replicability of interventions discussed- 15 minutes 2) A Faith, Religion, or Spirituality Component This presentation will review relevant psychosocial interventions and describe their components and effectiveness to aid in the development of culturally appropriate psychosocial interventions for HIV positive women for whom spirituality is an identified coping mechanism. Some of the interventions reviewed may not overtly designate spiritual coping as an outcome, however components embedded within the interventions can be identified to address spirituality and coping for co-morbid African American women. 3) How the Presentation Is Informed by Relevant Social Work and Theological/Biblical Literature A search of references cited in relevant studies was conducted to identify suitable interventions. English language articles published in peer-reviewed journals were screened for inclusion. Studies were included if they met all of the following criteria: (a) the intervention's primary target population was women, (b) the study's sample was composed of only persons living with HIV, (c) the intervention addressed spirituality, spiritual coping, and/or stress and coping, and (d) the intervention did not focus exclusively on modifying other health behaviors (eg, sexual risk reduction, improvement in medication adherence). Intervention studies with a spiritual component but included men in the sample were also reviewed for context. 4) If a Practice-Oriented Session, How the Presentation Is Consistent with the Current Understanding of Evidence-based and Culturally-Competent, Ethical Practice Although spirituality and religious participation are common coping strategies among African American women, formal mental health interventions are necessary to address the magnitude of psychological stressors often experienced by women diagnosed with HIV. Increased availability of interventions designed to focus on the strengths found within spirituality and religion will help practitioners to better address the individual psychosocial needs of their HIV positive clients.

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Presenter Bio (s): Ratonia C. Runnels is an Associate Professor in the Texas Woman's University Department of Social Work, and the Grace Project Coordinator for Legacy Counseling Center, a mental health service provider in Dallas, TX. Dr. Runnels received her PhD in Social Work from the University of Texas at Austin in 2012. She has served her community as an outreach worker, counselor, case manager, educator/trainer, and advocate in the fields of HIV/AIDS and substance abuse prevention. Dr. Runnels has been a consultant for community-based, national, and governmental organizations, presented at numerous national and international conferences, and published articles and book chapters on spirituality among trauma survivors, mental health services for women with chronic illness, faith-based mental health programs, and disproportionality in social service delivery systems.

Workshop Title: Trauma-Informed Teaching Practices for Online BSW Programs and Classrooms

Workshop Presenters: Christine Saladino, PhD

Workshop Abstract: Social work students bring their experiences of trauma to the classroom and are exposed to trauma content through the curriculum and field settings. This presentation will discuss trauma and trauma-informed educational practices, which can minimize the risk of vicarious trauma and help students with professional growth.

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

- Increase knowledge and awareness of trauma and how it impacts students and educators in social work programs.
- Comprehend awareness of trauma-informed teaching practices.
- Identify ways to apply trauma-informed teaching practices in their classrooms.

Level of Presentation: Intermediate

Target Audience: Social Work Education

Workshop Description: Knowledge and application of trauma-informed principles has increasingly become an essential part of social work practice. In the educational sector, a growing body of literature addresses trauma-informed teaching practices in higher education settings (Carello, & Butler, 2014; O'Halloran, & O'Halloran, 2001). The literature suggests that BSW students are exposed to trauma content in the classroom and field settings (Didham, Dromgole, Csiernik, & Hurley, 2011). To minimize risk of vicarious trauma and encourage academic and professional growth, trauma-informed educational practices can be used by social work educators (Carello, & Butler, 2014; Carello, & Butler, 2015; Radis, Crocetto, & Beemer, 2020; Vasquez & Studt, 2017). However, despite the growing emphasis on trauma-informed care in social work practice and education, limited literature exists about applying trauma-informed teaching practices in the social work classroom (Radis & Crocetto, 2020). Additionally, a search of the literature revealed no peer-reviewed articles that specifically focused on trauma-informed teaching practices in online social work classrooms. According to the Substance Abuse and Mental Health Services Administration (2014), the six principles that guide a trauma-informed approach are safety, trustworthiness & transparency, peer support, collaboration and mutuality, empowerment & choice and cultural, historical, & gender issues. (Substance Abuse and Mental Health Services Administration [SAMHSA], 2014). In a teaching note, Radis, Crocetto, and Beemer (2020) apply SAMSHA's six principles to in-person BSW education. However, given the increase of delivering social work education online, consideration is needed of how these principles and other trauma-informed teaching practices can be applied in online spaces. While some elements of SAMSHA's principles may be different online, such considerations for physical safety in a face-to-face classroom, the principles can still be directly applied to online classroom spaces. Further, while the delivery mechanism may be different in online social work education, exposure to trauma content in coursework and field settings is applicable to both online and in-person learners. Outline: I. Introduction (1/3 of time) A. Trauma Exposure in Social Work Education B. Consequences C. Need for Trauma-Informed Teaching Practices II. Trauma-Informed Teaching Practices (2/3 of time) A.

SAMSHA's principles B. From the Literature C. Online classroom considerations III. Discussion of application in participant's classrooms Faith Integration Note: While the topic is not specifically spiritual, it is based on the faith-based theme of caring for others and is relevant to Christian social work classrooms. Additionally, trauma does occur in Christian settings and faith can be a coping mechanism.

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Presenter Bio (s): Dr. Saladino has over fifteen years of experience in higher education, as a faculty member and program director in traditional and online BSW programs. In her present role as a faculty member with the University of Phoenix, she teaches social work courses to primarily adult learners in an online environment. As a life-long learner, she is continuing to grow in her knowledge and awareness of trauma-informed teaching practices and is glad to have the opportunity to share some of that knowledge with you today.

Workshop Title: Changes in Coping Among Congregations During the COVID-19 Pandemic

Workshop Presenters: Aynsley Scheffert, PhD, LICSW Amanda Wilson-Harper, PhD, MSW, MDiv

Workshop Abstract: Positive religious coping is correlated with increased resilience following disasters. This national survey examines changes in congregants' coping strategies during the COVID-19 pandemic in the United States including changes to

religious and other coping behaviors. Implications for church leaders and for social work practice are discussed.

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

- Describe the protective impacts of positive religious coping on individuals affected by disasters.
- Identify the results of the national survey of congregations regarding coping strategies used during the COVID-19 pandemic and changes to usual coping behaviors.
- Discuss the implications of changes to coping strategies in congregations for church leaders and social work practice.

Level of Presentation: Intermediate

Workshop Track: Human Development

Workshop Description: This session will provide background surrounding positive religious coping as a protective factor following disasters and the impact of positive religious coping on the development of resilience; provide information on a national survey which utilized a nationally representative sample of congregations across the United States to examine the impact of the COVID-19 pandemic, including the impact of church closures, stay-at-home orders, and social distancing on congregants' use of religious coping and other coping behaviors, and discuss implications of these findings on social work practice and for church leadership. The session will: I. Provide background information on the protective influence of positive religious coping on reduction of PTSD, depression, and other mental health impacts of disaster and improve resilience in disaster-affected populations. (10 minutes) II. Describe the methodology of a national survey of coping behaviors in congregations across the United States administered from November 2020-January 2021 (10 minutes) III. Elucidate the findings of the study regarding changes in coping behaviors and strategies during the COVID-19 pandemic identified by participants (15 minutes) IV. Examine the implications of these findings for church leaders and social work practitioners. We will also discuss recommendations for social work practice with individuals and for church leaders to support individuals and groups impacted by the pandemic, especially those who have been disproportionately impacted.

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Presenter Bio (s): Aynsley Scheffert is the BSW Program Director at Bethel University in St. Paul, MN. She earned her PhD in Social Work from Baylor University in 2022 and her MSW from St. Thomas University in St. Paul, MN in 2015. She is licensed as an LICSW in Minnesota and has previous experience in community mental health, specializing in childhood trauma, ADHD, and severe and persistent mental illness.

Dr. Wilson-Harper is an assistant professor of Social Work and Communication Disorders at Tarleton State University in Stephenville, TX. She completed her PhD, MSW, and MDiv at Baylor University. Her interests include social justice, direct practice and community practice.

Workshop Title: The Impact of Social Distancing on Congregations in the U.S.

Workshop Presenters: Aynsley Scheffert, PhD, Amanda Wilson-Harper, PhD, LCSW, MDiv

Workshop Abstract: The COVID-19 pandemic changed our way of life, including how we worship. This national survey of congregations sought to identify the impacts of COVID-19 precautionary measures, including social distancing, stay-at-home orders, and adapted worship on congregants across the US. This presentation describes congregants responses to changes to worship.

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

- Overview of positive religious coping and community coping for disaster recovery and development of resilience and post-traumatic growth
- Describe the differences in impacts of the COVID-19 pandemic precautions on various congregants and factors which influenced perception based on research presented.
Articulate potential implications of the research presented on social work practice, church leadership, and understanding of general factors to improve resilience.

Level of Presentation: Basic Intermediate Advanced

Target Audience: Human Development

Workshop Description: 1) A. The session will begin with an overview of the importance of positive religious coping in response to a disaster and the role of religious organizations in the United States in disaster response and recovery. ~10 minutes B. We will then present the methodology of the study, including the identification of the sample, data collection methods, and survey development, as well as data analysis method. 10 minutes C. The mixed methods results of the survey will be described and a data visualization tool will be utilized to help the audience interact with the data in multiple ways and aid in discussion of results. 15-20 minutes D. Implications of the results related to congregants qualitative responses and associated quantitative variables which contributed to themes across the data will be discussed. These implications will be relevant to social workers, church leaders, students, and the general public as they relate to coping with stress and trauma through religious community. 2) This presentation will focus heavily on the importance of community and positive religious coping as a protective mechanism against depression, anxiety and PTSD following stress, disaster, grief, and trauma. Information related to positive religious coping's relationship to the development of resilience and post-traumatic growth will be explored. The theological relationships of these results will be examined. 3) COVID-19 precautionary measures have led to restrictions and changes to religious institutions ability to provide disaster relief and community for affected individuals as usual (Smith, 2021). Religious coping has been identified as having protective functions against mental health risks and psychological distress following disasters (Mesidor & Sly, 2019; Sipon et al., 2014). Positive religious coping is associated with enhanced resilience following disasters or trauma and can mitigate development of PTSD or depressive symptoms (Chen et al., 2021; Ekanayake et al., 2013; Mahamid & Bdier, 2021; Shannonhouse et al., 2019). Faith and religious coping at the individual level aids in the development of meaning, an important coping function (Ai et al., 2003; Aten et al., 2014, 2019; Shannonhouse et al., 2019). In addition to the protective role of religious coping on individual psychological well-being, religious coping is also associated with increased community resilience (Kaniasty et al., 2020; Rivera & Nickels, 2014; Wlodarczyk et al., 2016). This study identifies the impact of the closures of churches and houses of worship on congregants across the U.S. and examines their responses to changes in worship and their religious communities.

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Presenter Bio (s): Dr. Aynsley Scheffert is the BSW Program Director and Assistant Professor of Social Work at Bethel University in St. Paul, MN. She earned her PhD in 2022 from Baylor University and her MSW in 2015 from St. Thomas University/University of Saint Catherine. She has presented nationally at the Council on Social Work Education APM meeting, NACSW national convention, and the Society for Social Work Research annual conference. She has experience in community mental health as an individual, family and group psychotherapist and in hospital social work.

Dr. Wilson-Harper is an assistant professor of Social Work and Communication Disorders at Tarleton State University in Stephenville, TX. She completed her PhD, MSW, and MDiv at Baylor University. Her interests include social justice, direct practice and community practice.

Workshop Title: Walking the Tightrope: Developing LGBTQ+ Resources on Christian Campuses

Workshop Presenters: David Sedlacek, PhD, LMSW Rene Drumm PhD Curt VanderWaal, PhD Shannon Trecartin

Workshop Abstract: This presentation will present the challenges to the development of policies and programs for LGBT+ students in Christian universities. Participants will share the process of the development of policies from the board to the student level. They will share their own experiences in developing and facilitating a safe group for students.

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

- Understand historical context for campus LGBTQ+ policy & program development
- Recognize potential challenges in developing LGBTQ+-friendly policies

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Level of Presentation: Intermediate

Workshop Track: Human Development

Workshop Description: 1. Historical context at three institutions (Andrews University, Southern Adventist University, Loma Linda University) a. Other universities " Pacific Union College, Southwestern Adventist University b. Rene' experiences with SWAU & SAU i. Underground organizing c. Andrews University experiences i. Haven care group d. Caution and costs of advocacy e. Research initiatives f. Educational initiatives 2. Lenses/frames through which to view a conversation about LGBTQ+ issues a. Social justice " our focus b. Trauma " our focus c. Moral " new views are emerging but traditionalists have mostly used this d. Disability " a negative deficit model (like alcoholism, etc) e. Diversity " somewhat a focus but often negatively viewed by conservative 3. Challenges, Barriers and Successes i. Administration having our backs ii. Administration responses to constituents a. Students b. Parents c. Church d. Administrators e. Policies 4. Kinship and other groups 5. Tools and approaches a. Using the right lenses b. Resistant campus approaches i. policies ii. practices c. Lukewarm campus approaches i. policies ii. practices d. Progressive campus approach i. policies ii. policies

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Presenter Bio (s): David is Professor of Family Ministry and Discipleship at the Seventh-day Adventist Theological Seminary at Andrews University and Chair of the Department of Discipleship in Lifespan Education. He received his master's and doctorate in Social Work from Case Western Reserve University in Cleveland, Ohio. He has worked in various settings, both public and private, as a clinician, researcher, teacher, pastor, chaplain, and administrator. He has worked extensively in the areas of addiction, abuse, relationships, marriage and family. He is a Certified Family Life Educator and a Licensed Clinical Social Worker.

Rene Drumm is a professor of Social Work at the University of Southern Mississippi. Dr. Drumm has served in higher education for over 30 years and holds a PhD in Sociology with an emphasis in Family Studies from Texas Woman's University and the Master of Social Work from Michigan State University. An award winning researcher, Dr. Drumm's scholarly work centers on the intersection of religion and social issues such as intimate partner violence in faith communities and sexual orientation among conservative Christians.

Curtis VanderWaal, MSW, Ph.D., 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 program evaluation, substance abuse treatment, group therapy, and values & ethics. The majority of his research has focused on substance abuse treatment & prevention, social capital, faith-based ministries, agency program evaluations, and faith-based LGBTQ+ issues.

Shannon Trecartin, PhD, Associate Professor of Social Work Shannon Trecartin is an Associate Professor at Andrews University in Berrien Springs, MI. She received her PhD in Social Work from the University of Tennessee, Knoxville and a Master's degree in Social Work from Andrews University. Her research has been focused on the intersection of aging, disabilities, and religion, as well as LGBTQ+ issues in a conservative Christian context. Shannon co-facilitates the Haven Care Group for LGBTQ+ students at Andrews University.

Workshop Title: Attachment Theory Simplified for Adults and Couples

Workshop Presenters: William Senyard, DMin

Workshop Abstract: Attachment theory is a powerful framework for assessment and treatment in clinical social work practice for adults and couples. The key concepts of Attachment Theory will be presented along with easy-to-use tools for both assessment and effective treatment specifically for social workers.

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

- Understand the principles of the Attachment Theory specifically related to adults and couples in social work contexts.
- Articulate the four adult Attachment Styles using the helpful chart provided to participants.
- Become proficient in a scientific tool to help clients self-assess which Attachment Style they are. This can be immediately applied in a social work practice.

Level of Presentation: Intermediate

Target Audience: Direct Practice Individuals, Couples and Families

Workshop Description: Attachment theory will be a familiar concept for social workers who work with children; a powerful model to understand how early experiences of care dramatically influence his or her strategies for emotional self-regulation, relationships, and identity. But it may be less well known that the theory can also be of great use to practitioners who primarily work with adults and couples. Attachment strategies aren't just helpful for children and their caregivers. They can continue to provide value throughout the whole course of a person's life. If social workers can understand the attachment style strategies an adult is using, and the behaviors that can result from this and help them self-assess the former-- they can help their client pursue a course toward more secure attachment in the future. Their clients can become happier and less likely to emotionally dysregulate. For example, imagine that child who subconsciously has learned when they feel abandoned, they should incessantly scream and emotionally dysregulate until their caregiver eventually draws near and comforts them. If in adult life they continue using this victim strategy, they will likely find very few partners will want to join them in lasting relationships. They may exhibit signs of avoidance or anxiousness. Or consider a child who compulsively complies with the demands of an abusive parent is just subconsciously doing their best to survive. But if in adult life, they continue using a compulsively compliant strategy, they can easily be abused or exploited in relationships. They may be unable as adults to recognize relational abuse and may go from one bad relationship to another with no strategy to deal with the subconscious wounding and inner working models. Surely because attachment theory is so central to an understanding of identity, emotional self-regulation and relationships, it is vital that social workers receive a high level of training in attachment theory and learn how to apply it in a variety of contexts. Social workers are already highly skilled in developing client social histories. This workshop will provide social workers with excellent tools needed to obtain the information that can be interpreted in the context of attachment theory. Outline: " 10-15 minutes: Overview of Attachment Theory for adults and

couples." 15-25 minutes: Presentation of the four Attachment Styles for adults and couples using a helpful visual chart that participants can immediately use in their own practices." 5-10 minutes: Presentation of a scientific Attachment Style self-assessment tool that participants will be able to start using immediately in their practices." 15-20 minutes: Strategies to help clients shift from Anxious and Avoidant Attachment styles to a more Secure Attachment Style." 15-20 minutes: Questions and Dialogue

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Presenter Bio (s): Rev. Dr. Bill Senyard (DMin) has been a lead pastor in three churches over a 25-year time period. In 2014, he started his own not for profit, Gospel App Ministries to create and promote life changing gospel tools for counselors, pastors and social workers that help hurting Christians experience the heavenly dance again. He has been teaching and writing about the Attachment Theory for several years now and more recently has presented his popular webinar "Attachment Theory for Adult Dummies" to counselors, social workers, therapists and church leaders. This proposed NACSW

workshop is a variation of that webinar with emphasis on information that aids Christian social workers. He is a member of NACSW. He co-presented a workshop and a round table at the 2021 NACSW convention.

Workshop Title: Interdisciplinary Collaboration to Advance Environmental Justice: A Case Study in an Urban Setting

Workshop Presenters: Eydie Shypulski, D.Min,

Workshop Abstract: Faculty at a faith-based institution engaged in an interdisciplinary collaboration between environmental science and social work to engage students in community-based learning to advance environmental justice. Data was collected to inform future practices.

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

- Understand concepts of environmental racism and environmental justice
- Develop a framework for interdisciplinary community collaboration to advance environmental justice
- Explore personal theologies of creation care and responsibility

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Responsibility & Entrepreneurship

Workshop Description: Developing the understanding and skills required to bring about environmental justice requires students to move beyond the classroom to work in the context of communities. Students from social work and ecology collaborated in an interdisciplinary project to engage with an urban community to better understand the complex challenges faced by historically marginalized communities. Through field trips to community gardens and a land bridge, participation in garden workdays, scholarly research and a collaborative think-tank project, students explored their calling as stewards of God's creation and developed interdisciplinary strategies for addressing environmental racism and advancing environmental justice. Brief overview of relevant literature to: (10 minutes) Explore the roots of the environmental crisis Identify how environmental justice disproportionately impacts historically marginalized communities Discuss theological considerations for creation care Make connections to social work practice for individuals, families and communities (10 minutes) Identify specific ecological connections to social justice (10 minutes) Overview of the methodology of the project (10 minutes) Introduction to key concepts Community engagement Data collection Use of social dominance scale Collaboration with community Community gardens and landbridges Findings and implications(10 minutes) Questions and Discussion (10 minutes) The presentation will include a discussion about theological implications and how, as Christ-followers and social workers, we engage in professional practice that demonstrates responsibility for God's creation and advances environmental justice. The

presentation is centered around CSWE competency "Advance human rights, social, economic and environmental justice" Additionally, the presentation provides an overview of theological considerations and theories related to environmental justice.

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Presenter Bio (s): Eydie Dyke-Shypulski Department of Social Work Chair, MSW Program Director Doctorate of Ministry, MSW, LICSW Presented at NACSW, CSWE and MCSWE Worked in for profit, non-profit, government and social work higher education.

Workshop Title: Inner Work of Racial Justice

Workshop Presenters: Jon Singletary, PhD

Workshop Abstract: The work of racial justice reflects our faith and social work profession. How does our approach embody spirituality and our values? This workshop reports one community's approach to race-based caucuses with a Black, Hispanic, and White groups focused on the inner work of racial justice, a spiritual dimension of this work.

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

- To introduce and practice mindfulness as inner work for Christians in social work promoting DEIB outcomes.
- To hear experiences one community's efforts to promote the inner work of racial justice through race-based caucuses with details of how to implement locally.

Level of Presentation: Intermediate

Workshop Track: Research and Practice with Ethnically Diverse Populations

Workshop Description: 1. The primary objectives of this workshop are: To introduce and practice mindfulness as inner work for Christians in social work promoting DEIB outcomes. To hear experiences one community's efforts to promote the inner work of racial justice through race-based caucuses with details of how to implement in your community. Approximately 2/3 of the workshop will be focused on these matters and 1/3 for discussion. 2. This workshop is inherently focused on the spiritual component of the work of racial justice. This work is vital to thriving communities and organizations and does not often include an explicit focus on the spiritual focus. 3. The work of racial justice is inherent to the Christian mission of seeking unity in Christ and central to the social work profession. This model is being developed with research for publication in hopes of contributing to the literature in support of DEI best practices. Many of us are involved in the work of increasing diversity, promoting inclusion, fostering equity, and creating a spirit of belonging. However, so are other professions. How does our approach embody a spirituality that is reflective of our faith and our professional values and considers the literature in these fields? Rhonda Magee is a law professor and mindfulness scholar at the University of San Francisco Law School and author of *The Inner Work of Racial Justice*. Her work invites a spiritual reflection on the nature of racism and our responses to it. She provides an approach to help us all integrate our thoughts and emotions with individual and collective bodily experiences of race and racism. In an effort to practice Magee's model, one local community organized race-based caucuses with a component focused on the inner work of racial justice. The caucus program was piloted in 2021 with a Black, Hispanic, and White group of participants

who have done extensive DEI training and who want to do even more substantial work. As part of one's community's efforts to address racism and practice anti-racism, local leaders expressed a commitment to DEIB work by organizing to offer race-based caucuses. Their objectives were to host three caucuses (Black, White, Hispanic) for three weeks where participants would seek: "To deepen understandings of one's own racial identity and culture with people of a similar racial identity; " To facilitate questions, emotions, concerns related to race and racism in the context of people with a similar racial identity; "To build relationships, first within racially similar contexts and then multi-racial contexts; "To provide a stronger foundation for building collective tools for race equity and racial justice/Identify ways to confront systems (or work for liberation) as an advocate for racial equity. "Foster individual growth regarding the impact of socialization of race constructs on one's racial identity, worldview and approach to community engagement.

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Rhonda Magee, *The Inner Work of Racial Justice*. Resmaa Menaken, *My Grandmother's Hands*. Just Lead Washington, *Caucuses as a Racial Justice Strategy: What We Have Learned*. Center for Health Progress, *What is Race-Based Caucusing*

Presenter Bio (s): Jon Singletary, Dean of Diana Garland School of Social Work at Baylor University. PhD and MSW from VCU and MDiv from Theological Seminary at Richmond.

Workshop Title: Unsought Love: Therapy and the Christian Mandate to Love

Workshop Presenters: Aaron Smith, PhD, RP

Workshop Abstract: The mandate to love is among the most foundational components of Christianity. For Christians who provide therapy, however, there is often confusion if not distress regarding whether or how to love those we work with. This workshop explores this experience and the notion of unsought love in therapy.

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

- Articulate what unsought love can and does look like in the context of therapy.
- Practice love in ethically sound ways.
- Understand their own experience of disjunctive distress regarding the practice of love in therapy.

Level of Presentation: Intermediate, Advanced

Workshop Track: Direct Practice Individuals Couples and Families

Workshop Description: 1) A: An overview of love in therapeutic literature (5 min) B: An overview of love in Christian spirituality literature (5 min) C: An overview of how love is seen as a mandated aspect of practicing Christian spirituality (5 min) D: An overview of the notion of integration & disjunctive distress (5 min) E: A discussion regarding the idea and impact of "unsought love" (10 min) F: A discussion regarding how therapists who are Christians can and should go about loving their clients, while also limiting experiences of disjunctive distress (15 min) G: Participants will be asked to discuss their initial reactions to and general thoughts about this notion in small groups (5 min) H: Q & A (10 min) 2) We will discuss the Christian mandate to love (as seen in both Scripture and Christian spirituality literature), including consideration of whether and how the personal (Christian) & professional (therapist) parts of oneself can be integrated in the context of psychotherapeutic practice. 3) The entire idea for this workshop, which comes from my doctoral research, is intentionally built on both therapeutic and Christian spirituality literature. It also includes literature regarding spiritually-integrated psychotherapy, integration, and ethical practice. 4) Certain parts throughout the workshop (e.g. Sections D, E, F, and H, as above) will contain explicit discussion regarding evidence for, impacts of, and culturally-component ethical considerations regarding practicing love in therapy.

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Presenter Bio (s): Dr. Aaron Smith has taught in universities across Canada for more than a decade, including in his current role as Assistant Professor of Social Work at Redeemer University. During this time, Aaron has also worked as a Registered Psychotherapist in mental health care, couple and family therapy, primary health care,

and domestic violence. Aaron holds a PhD in Social Work (WLU, 2021), has received advanced training in numerous therapeutic modalities, and has published articles and presented workshops across North America in multiple fields including mental health, peer support, education, domestic violence, spiritual care, social work, and sociology.

Workshop Title: Othering: Students' Sense of Belonging in the Christian Campus Environment

Workshop Presenters: Allison Tan, MSSA, PhD Lisa Abinoja PhD

Workshop Abstract: The stories of minority students on campus are rich in complexity with implications for the classroom and broader campus spaces. This workshop will share the findings from two separate studies done at one Christian PWI to illustrate the "othering" experienced by first-generation students and religious-minority students on campus.

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

- Learn about the Religious Hospitality Framework as an approach to interactions with diverse individuals.
- Hear the experiences of first-generation college students at one institution and be able to apply those stories to their own contexts.
- Understand the experiences of religious-minority college students at one institution and be able to apply those students to their own contexts.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Work Education

Workshop Description: Especially on Christian college campuses, social work faculty often are uniquely positioned to consider the ways in which the campus environment (both inside and outside of the classroom) can be most hospitable to groups of minority students among us. The presenters of this workshop each recently explored the experiences of two different minority student groups on the same Christian college campus—one study focused on first-generation college students and the other study focused on religious-minority students. Findings from both of these IRB-approved research studies draw our attention to the ways in which the stories of minority students on campus are rich in complexity with implications for the classroom and broader campus spaces. This workshop will share the findings from these two separate studies done at one Christian PWI to illustrate the "othering" experienced by first-generation students and religious-minority students on campus. Workshop attendees will be invited to consider their own institutional environments and their approaches to these (and other) minority student experiences on campus. Preliminary outline of workshop: Context and Background of our Christian PWI (5 min) Religious Hospitality as a Theoretical and Practical Framework (5-7 min) Overview and Findings of First-Generation Study (10-15

min) Overview and Findings of Religious-Minority Study (10-15 min) Implications for the Classroom (8-10 min) Implications for other Campus Spaces (8-10 min) Open Discussion and Dialogue (10-25 min)

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Presenter Bio (s): Allison Tan is an Assistant Professor of Social Work at Trinity Christian College where she teaches a range of courses from Intro to Social work, Human Behavior, Research, and Community Practice. She is also a past Board President for NACSW and a long-time member. Her past scholarship has centered around the intersections of the LGBT community and Christian faith. Her more recent work has focused on interfaith understanding and the extension of hospitality to non-Christian students on Christian college campuses. When not wearing her "social work hat", she is the proud mom of a 10-year-old future American Ninja Warrior.

Lisa Abinoja is an Assistant Professor of Social Work and the Director of Field Education at Trinity Christian College. After years of experience working in the area of Maternal and Child Health in several federally-qualified health centers on Chicago's west side, she now teaches courses in Trinity's BSW program including Diverse Populations, Leadership and Organizations, and Scholarly Writing. She has recently completed her PhD at the Jane Addams School of Social Work at UIC where her dissertation research focused on the experience of first-generation college students. When she is not wearing her "social work hat" she is the proud mom of two young girls, Maya and Morgan and therefore spends a lot of time in gymnastics gyms.

Workshop Title: Transformation: The Power of the Authentic Self

Workshop Presenters: Debbie Teike, LCSW

Workshop Abstract: Reflections from one practitioner, as being part of a county Crisis Intervention Team Task Force, provides considerations for others seeking criminal justice and mental health system improvement. This workshop demonstrates how an invitational approach is used to support change, providing tools for collaboration and transformation.

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

- Understand the impact that a Crisis Intervention Team can have on criminal justice and mental health system transformation
- Recognize the power of an authentic self, grounded in faith
- Learn three tools to invite collaboration, build trust, and partner with others for change

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Criminal Justice

Workshop Description: The United States leads the world in numbers of people incarcerated, with possibly 14-25% of those in jails and prisons experiencing serious mental illness. Although mental health providers, families, and law enforcement officials recognize a need to divert those with a mental health condition away from the criminal justice system toward treatment, barriers can impede this reality. Implementation of a Crisis Intervention Team is one significant vehicle for change on a community level. Reform is needed for such a time as this. An effective CIT brings together emergency responders, mental health providers, and other community resources as equal partners to improve the system of care, address gaps, and address needed infrastructure changes. Faith communities are a significant stakeholder in the network of care. The CIT International Best Practice Guide suggests relationships are the secret to the successes of any Crisis Intervention Team. Distrust between mental health providers, law enforcement, and mental health advocates must be overcome before change can occur. Insights, experience, and reflections will be shared as it relates to one practitioner's participation on a county CIT Steering Committee during its first two years of implementation. This workshop will share how one practitioner uses energy, found in the authentic self, to support change. Personal experience with Micah, Esther, and Jonah provides personal inspiration. This workshop will provide tools for transformation that come from sharing the authentic self.

I. The need and opportunity (5-7 minutes)

a. Criminal Justice and Mental Health System Transformation b. CIT- Bartholomew County, Indiana c. Micah 3:5

II. A willingness to partner (10 minutes)

a. The call of Jonah b. Being authentic to self and others c. Working through dual relationships in a small-town setting d. Choosing to represent NAMI. e. Relating to Esther "for such a time as this" to step forward

III. Experiences from the first year and a half of implementation. (10 minutes)

a. Family study b. Three initiatives c. Law enforcement training d. Doors opened when people brought their authentic selves, built trust, and stayed open to the possibility

IV. Tools for collaboration using an invitational approach (20 minutes)

a. Inviting rather than presenting or confronting b. Practicing 3 keys c. Using a second thought d. Overcoming barriers V. Questions (5-10 minutes)

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Presenter Bio (s): Debbie Teike, LCSW, is the author of the Art of Invitation, a faith-based and scientifically grounded relationship building approach. She teaches and consults through the Art of Invitation, LLC. In addition to her work, Debbie serves on the SouthCentral Indiana NAMI leadership team, the Bartholomew County Community Intervention Team Task Force, and an adult day program's Board of Directors. Debbie has experience working in long-term care, elder abuse and neglect, hospice care, and congregational social work. She earned a B.S. in Social Work from Southern Illinois University-Carbondale (1979) and a M.S.W. from Washington University's Brown Sc School (1983).

Workshop Title: Catholic social workers and Critical Race Theory: Aligning justice concepts

Workshop Presenters: Kayte Thomas, PhD, LCSW

Workshop Abstract: Recognizing that Critical Race Theory is currently hotly debated in sociopolitical discourse, this session invites the Catholic social worker to increase knowledge of and comfort with using Critical Race Theory as a foundation of practice by aligning concepts of justice with Catholic social teaching.

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

- Understand the importance of Critical Race Theory with social work concepts
- Align concepts of Critical Race Theory with Catholic Social Teaching
- Connect both social work and Critical Race Theory concepts of justice with Biblical directives

Level of Presentation: Intermediate, Advanced

Target Audience: Faith & Justice

Workshop Description: There is limited guidance in the professional social work literature regarding Catholic social teaching and Critical Race Theory. For the Catholic social worker, this may create confusion and conflict given the increasing intensity around the discussion and social rejection of Critical Race Theory. There is ample evidence that racial division is worsening in recent years, and the field of social work is not immune to issues of bias, racism, and oppression within its practices and policies. Despite a focus on concern for the marginalized and ensuring social justice, there exists disagreement regarding how to approach these problems amongst us. With the 2021 revisions to the NASW Code of Ethics sec 1.05 (cultural competency) and the ongoing sociopolitical strain in the United States, it is imperative that social workers embrace methods of understanding not only the lived experiences of those who are marginalized, but also the ways that those in dominance contribute to the oppression of others - whether intentionally or otherwise. While necessary dialogue surrounding issues of race and justice can be uncomfortable, comparing faith concepts such as the inherent dignity of the human person with social work concepts such as dignity and worth of the individual can help to explain how inequity in society defies both directives and thus improve a willingness to attend to such disparities. Drawing on the tenets of Catholic social teaching while uplifting the voices of Black Catholic theologians and making connections to common social work models such as intersectionality and ecological perspective, this session will highlight the congruence between concepts of justice in social work, Catholic social teaching, and Critical Race Theory in order to reduce tension around these ideas. Recognizing that knowledge is one of the gifts of the Spirit and that God wants us to be open to new interpretations of the world in which we live, this session invites the Catholic social worker to increase knowledge of and comfort with using Critical Race Theory as a foundation of practice.

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Presenter Bio (s): Dr. Kayte Thomas is an Assistant Professor of social work at Carroll College. As an LCSW, her expertise lies in trauma and resiliency and she has a diverse range of practice experience with marginalized groups including at-risk youth, those with refugee status, and survivors of violence. Dr. Thomas earned her BSW from Meredith College in 2012, her MSW from North Carolina State University in 2013, and her PhD from Baylor University in 2021. This is her second presentation at an NACSW conference.

Workshop Title: Cultivating Classroom Sense of Belonging to Enhance Student Learning

Workshop Presenters: Cheryl Thompson, MSW, LCSW

Workshop Abstract: Research increasing demonstrates that students who have a strong sense of belonging in the classroom demonstrate increased learning motivation and academic outcomes. This workshop explores elements and strategies for cultivating classroom sense of belonging demonstrated through research and modeled by Jesus with his disciples.

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

- Identify key elements for fostering a sense of belonging in the classroom
- Apply a new strategy to the classroom to enhance classroom community and climate
- haya

Level of Presentation: Intermediate

Workshop Track: Social Work Education

Workshop Description: Research increasing demonstrates the association between sense of belonging and academic success (Freeman et al, 2007). Sense of belonging is experienced when the student feels valued and respected in the classroom community. Students who have a strong a sense of belonging in the classroom demonstrate higher performance outcomes as well as increased motivation and persistence for academic performance (Patterson et al, 2017; Gopalan & Brady, 2020; Gillen-O'Neel, C., 2021;

Kirby & Thomas, 2021). This workshop will identify elements conducive for developing classroom community and climate by using a three-tiered model, which considers how Jesus developed sense of belonging with His disciples, how the educator develops sense of belonging in the classroom, and how the social worker develops sense of belonging with clients. The parallels between evidenced based methods as indicated by the research and those used by Jesus will first be explored. Then cultivating a sense of belonging in the classroom will be presented as a method to develop skills in the social work student for cultivating sense of belonging with clients and constituents. Beyond this model, this workshop will explore practical strategies and activities to enhance classroom community and climate. Outline I. Opening interactive activity (10 minutes) II. Sense of belonging (20 minutes) a. Definition b. Literature c. Elements for developing sense of belonging d. Discussion (experiences) III. Jesus' cultivation of community and climate for teaching (10 minutes) a. Invitation (calling of the disciples Mark 1:16-20) b. Investment (teaching Mark 4:10; preparing 6:7-30) c. Caring/Calming (Mark 4:35-41; Luke 9:10-20) IV. Sense of belonging parallels between classroom and practice (5 minutes) a. Pedagogical belonging modeled after Jesus b. Pedagogical belonging modeled for social work practice V. Application " strategies and activities for the classroom (15 minutes)

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Presenter Bio (s): Cheryl Thompson (MSW, University of Illinois-Urbana, 1989) is currently an assistant professor of social work and Director of Field Education at Taylor University. She is a licensed clinical social worker in Illinois and Indiana. Prior to teaching, she was a clinical social work practitioner in the Chicago area for over 18 years. She practiced in a variety of settings including outpatient counseling, adult partial

hospitalization, and inpatient psychiatric, both secular and faith-based, specializing with depression, anxiety, trauma and abuse, relational issues, grief and loss, and eating disorders.

Workshop Title: "Everything God creates is beautiful": LGBTQ Community Responses to Church

Workshop Presenters: Veronica Timbers, LCSW, MDIV, PhD Candidate Heidi M. Weaver-Smith MA of Theology

Workshop Abstract: Presenters will share the results of a qualitative analysis (n=694) of responses collected from Pride Events by LoveBoldly, an organization that works to build community between willing Christians and LGBTQ+ individuals. The focus is on LGBTQ+ individual's experiences with faith communities and relevant practice considerations for social work.

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

- Understand LGBTQ+ individuals experiences and needs related to leaving and returning to Church and Christian community
- Learn about theological views and teachings important to LGBTQ+ individuals
- Increase practice skills for assessing religious harm or trauma and ways to support LGBTQ+ Christians seeking to remain in faith communities.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Human Development

Workshop Description: This study is a qualitative analysis of a secondary dataset obtain from the organization LOVEboldly. The mission of this organization is to "empower willing Christians and LGBTQ+ individuals to step towards loving one another more boldly." Christians, LGBTQ+ and straight alike, are dissatisfied with the church's response to the LGBTQ+ community" (LoveBoldly, 2022). From 2016-2018, the organization collected public responses on graffiti boards from Pride Events in the mid-West. The prompts were: "What do you wish straight Christians knew about you?"; "What made you leave the church?"; "What would bring you back to the Church?"; and "I wish a youth pastor would had said"" A total of 694 responses were collected. Both presenters hold theological degrees at the Master's level, and one is also an LCSW. The data produced three main themes important for mental health clinicians to consider working with LGBTQ+ individuals who are or have been engaged with Christian faith communities. These themes include: "understanding theological views and teachings important to LGBTQ+ individuals; "recognizing the continuum of trauma, harm, and loss experienced by LGBTQ+ clients who have current or former intersections with Christian communities; and " helping LGBTQ+ clients explore their expectations of tolerance and affirmation from faith communities. Our findings agree with the extensive amount of

literature that speaks of harm and loss at the intersection of LGBTQ+ identity and Christian identity (Harris et al. 2019; Levy & Lo, 2014; Okrey Anderson & McGuire, 2020) and adds to its conceptualization for clinical mental health practice with LGBTQ+ clients who have experienced religious harm and loss. LGBTQ+ individuals have current needs and strengths related to past or present RS practice. The results of this study require that mental health clinicians are knowledgeable about, and can provide, trauma-informed care at this intersection of identities. Understanding the full spectrum of harm and trauma that can occur can improve clinical assessment and validate the ambiguous losses that LGBTQ+ individuals face in religious communities. Finally, more research is needed to merge trauma-informed care with the needs of individuals at this intersection so that there are more specific evidenced-based practices available to LGBTQ+ clients with religious and spiritual assets and injuries. The presenters will briefly position this research in the literature (8-10 min), provide an overview of the methodology (5 min), discuss themes (15 min), and spend the last 30 minutes (15 minutes each) on practice implications and questions.

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Presenter Bio (s): Veronica Timbers is the Clinical Assistant Faculty and Assistant Program Coordinator of the MSW Online Program at Boise State University. She is a PhD Candidate at the Diana R. Garland School of Social Work at Baylor University. She has been a licensed practitioner for 16 years and received her MDIV in 2019. She has served in faith-based and community positions. Beyond a passion for teaching, helping students meet their goals, and advancing the profession of social work, Veronica is an avid rock climber, hiker, skier/snowboarder, and mom. The combination of physical and intellectual activities keeps her grounded for the work she loves at the intersection of justice, faith, theory, and practice.

Heidi is the founder of LOVEboldly and has been hosting dialogues with traditionally-minded Christians and the LGBTQIA+ community since 2008. Compelled by Christ's interactions with marginalized folks in the Gospels and disturbed by the stories of LGBTQIA+ friends who had been treated poorly by Christians, she founded LOVEboldly in 2011. Through her work with LOVEboldly, Heidi empowers LGBTQIA+ and straight Christians to step towards loving one another boldly and equips Christians to engage with dignity and civility in the polarizing conversations surrounding faith and sexuality. Heidi has an M.A. in Theology from Fuller Theological Seminary. She is currently working in the non-profit sector and continues to write and speak on topics of Christian ethics and justice. She lives with her husband and her young daughters in Columbus, OH.

Workshop Title: Can Social Workers of Faith Be a Bridge in the Social Language Divides?

Workshop Presenters: Veronica Timbers, LCSW, MDIV, PhD Candidate Corey Ashton Tolliver, Sr. LCSW Supervisor Elena Vasques, MSW (cand.), BSHS Alyssa Bell BA Psychology

Workshop Abstract: Social workers of faith have a unique understanding of justice and faith to bridge current cultural divides. This presentation will discuss the increasing conflicts in Christian communities and schools related to certain social work concepts and consider how our faith roots and traditions can inform practice that bridges language divides.

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

- Explore and understand tensions in Christian communities and schools related to language and concepts deemed at odds with faith.
- Consider historical faith practices rooted in translation and word study as a tool for social workers of faith in navigating present-day language divides.
- Discuss struggles, successes, and needs related to navigating language divides in policy and Christian social work education.

Level of Presentation: Intermediate

Workshop Track: Professional Relationships, Values & Ethics

Workshop Description: In the policy and cultural divides of the moment, Christian social workers have a unique opportunity to interpret the common language (concepts and terms) of justice to communities of faith and vice versa. More and more, certain terms and concepts that are related to social work are being deemed as "harmful" or even against faith. These terms include language common to the general population such as social justice, diversity, Critical Race Theory, feminism, mindfulness, and even deconstruction (of faith). These terms are seen and defined differently based on the group using them, creating such vastly different starting points that communication and possible compromise, or mutual understanding, breaks down. This presentation will be an interactive session. The presenters will spend approximately 15 minutes sharing examples of current language and concept divides. They will then discuss the history of faith as being rooted in the sacred work of language study, exegesis, and the spoken word. Specifically, the presenters will note things such as Biblical examples of language as a change agent, translation study, *Lectio Divinia*, and rhetorical-cultural interpretation in order to connect Christian social workers to historical faith practices that can inform present-day language divides (15-minutes). Connecting to the traditions of language and language study to current cultural divides, the presenters will spend 10 minutes discussing ideas for bridging religious and non-religious communities around divisive concepts. The presenters will close with 10-15 minutes of discussion for audience to share struggles, successes, and needs related to navigating the language divides in policy and Christian social work education. The presenters recognize that this discussion taps into current cultural tensions. We seek to provide support for those wanting to speak into the tensions and offer a link to faith traditions to guide this work. We feel that faith traditions can help support difficult conversations instead of shutting them down, but this will take a new imagination, or what theologian Walter Brueggemann (2001) calls "prophetic imagination".

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Presenter Bio (s): Veronica Timbers is the Clinical Assistant Faculty and Assistant Program Coordinator of the MSW Online Program at Boise State University. She is a PhD Candidate at the Diana R. Garland School of Social Work at Baylor University. She has been a licensed practitioner for 16 years and received her MDIV in 2019. She has served in faith-based and community positions. Beyond a passion for teaching, helping students meet their goals, and advancing the profession of social work, Veronica is an avid rock climber, hiker, skier/snowboarder, and mom. The combination of physical and intellectual activities keeps her grounded for the work she loves at the intersection of justice, faith, theory, and practice.

Corey Ashton Tolliver Sr. graduated with his MSW clinical specialization from the Diana R Garland School of Social Work. He has committed his focus to clinical work in Richmond, Virginia. Corey is currently a supervisee working toward his LCSW servicing individuals in crisis. As a lead clinician with Life Services Inc., his aim is to provide competent treatment plans that integrate faith and practice. Corey also serves as the Vice President of Black Leaders Moving Social Work LLC, and is the Co-Founder of non-profit LEAD BLACK. These organizations are based in faith and developing Black leadership in the community for youth, while increasing awareness of diverse issues. He says: My mission is simply to serve others as I have been called to do.

Elena Vasquez is a first-generation Mexican-American woman and the first to pursue higher education in her family. As a child of immigrant parents from Anaheim, California, a Latinx community she strives to serve as a success model for other students of color. Elena's life goal is to serve and advocate for those who are marginalized. Elena has worked in the social services field for over ten years, resulting in professional and

personal experience within social work. She got her bachelor's degree in Human Services and Mental Health from Cal State Dominguez Hills. She is currently pursuing her Masters in Social Work at Boise State University. Elena would like to continue her education and become an LCSW. Hopefully, one day open her own practice. In her spare time, she enjoys walking down the green belt with her dog Tater, exploring new restaurants/foods, thrifting, and binge-watching the latest Netflix show with her fiancé David.

Alyssa Bell graduated from Northern Arizona University with a Bachelor's Degree in Psychology and a Minor in Business Management. Shortly after, Alyssa moved to Boise, Idaho to work for a local nonprofit serving families experiencing homelessness where she decided to enroll for the Master's of Social Work program at Boise State University. As part of the program, Alyssa has had the opportunity to intern with the Wassmuth Center for Human Rights, doing program development for justice involved individuals and aiding with the dissemination of human rights education. In the fall, Alyssa will begin therapy treatment for individuals with PTSD at the VA. She recognizes the connectivity of the world in which we live in today and believes in bringing the values and skills central to social work into other disciplines and fields. Similarly, Alyssa believes it is the very best of her faith and religion that allow her to be a more well rounded social worker and individual. She says: there is always common ground; we just have to be willing to dig deeper to connect the dots.

Workshop Title: "I think you could almost call it a spiritual famine"- Church and COVID-19

Workshop Presenters: Shannon Trecartin, PhD, LMSW-C Sarah Riedel MSW

Workshop Abstract: COVID-19 has disproportionately affected marginalized populations in a variety of areas of life, including the religious and spiritual realms. Older adults in a Seventh-day Adventist faith community share their experiences navigating church and spiritual life in this phenomenological study. Recommendations from participants are given.

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

- Participants will learn about the religious and spiritual experiences of older Seventh-day Adventists as they navigated the COVID-19 pandemic.
- The major themes from interviews will be summarized to help participants understand the meaning of these experiences to the older adult participants.
- Recommendations from the research participants will be reviewed and discussed for application to other communities of faith.

Level of Presentation: Intermediate

Workshop Track: Human Development

Workshop Description: The purpose of this phenomenological study was to describe the experiences of Seventh-day Adventist older adults in a religious community, during the initial COVID-19 crisis and continued pandemic. The focus is on describing their religiosity and spirituality during this time, using a semi-structured interview protocol. The aim is to provide clarity on what it is like to live as an older adult, in the Seventh-day Adventist (SDA) faith community during this time, and still practice one's faith. This qualitative study uses an emergent design following a phenomenological approach allowing the researchers to explore the essence of participants' experiences, during the COVID -19 pandemic. Specifically, the Moustakas's (1994) tradition of transcendental phenomenology was followed, focusing primarily on the responses of the participants, and using the practice of bracketing to assist the researchers in setting aside their personal experiences, beliefs, and expectations of respondents. This study uses a purposive and snowball sampling approach. 15 respondents were interviewed. Outline- 1) Review of the literature regarding the effects of COVID-19 on religious participation and spirituality as well as the effects of the pandemic on older adults. (10 min) 2) Discussion of the characteristics of the Seventh-day Adventist faith community. (5 min) 3) Review of the research methodology including the practice of bracketing. (5 min) 4) Presentation of major research findings including; (15 min)- Major themes related to religious and spiritual practices during the crisis, and now - Major themes related to struggles regarding the faith community - Major themes related to resilience 5) Review of the recommendations presented by the research participants. (5 min) 6) A guided discussion about lessons learned from the research participants and applications to other faith communities. Participants in the discussion will share their observations about their communities of faith and identify practices that might be useful should older adults face isolation due to the pandemic, illness, or other life challenges. (15 min) 7) Final questions. (5 min)

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spirituality on resilience and coping during the COVID-19 crisis: A mixed-method approach investigating the impact on women. *Health Care for Women International*, 41(11-12), 1313-1334.

Presenter Bio (s): Shannon Trecartin is an associate professor of social work at Andrews University in Berrien Springs, MI. She received a PhD in Social Work from the University of Tennessee, Knoxville in 2016. Her primary areas of research are with the intersection of aging and disabilities as well as religion and LGBTQ+ experiences. Sarah Riedel is a recent MSW graduate of Andrews University, School of Social Work. She has presented previously about trauma-informed interventions for teachers, missionaries, and church-based volunteers.

Workshop Title: How Did We Get to the Sexual Self? A Book Discussion

Workshop Presenters: James Vanderwoerd, MSW, PhD Terry Wolfer MSW, PhD, ACSW

Workshop Abstract: How did we get to the sexual self? This session provides a space to engage in this and related questions by focusing on insights from Carl Trueman's award-winning 2020 book *The Rise and Triumph of the Modern Self: Cultural Amnesia, Expressive Individualism, and the Road to Sexual Revolution*.

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

- Understand and describe Trueman's thesis that the sexual revolution of the 20th century was primarily a result of changes in the understanding of the self.
- Identify key figures and developments in the history of the modern self and how these have influenced current views of the self and sexuality.
- Articulate how modern understandings of the self have shaped social work values/ethics and consider the implications for practice as Christians in social work.

Level of Presentation: Advanced

Target Audience: Professional Relationships, Values & Ethics

Workshop Description: How, asks Carl Trueman (2020), did we get to a place where a statement like "I was born in the wrong body," makes sense to most people today, but would have been met with puzzlement, incomprehension, or even derision only a generation ago? How does such a statement not only seem understandable to social workers, but also carry such moral weight that it seems obvious what the "correct" response ought to be? Moreover, if a social worker does not respond in the "correct" way, will she be accused of bigotry, incompetence, or even violating our code of ethics? Although not written for social workers, Trueman's analysis is worth considering for Christian social workers grappling with the implications of the sexual revolution. Others

have also recently observed how the sexual revolution has influenced our understanding of identity, often leading to unintended and negative consequences, especially for children (Eberstadt, 2012, 2019). Christians are not immune to these trends. For example, Regnerus (2017, 2019) documents how Christians who attend services weekly have come to accept secular beliefs about sexuality including extramarital sex, cohabitation, hook-ups, pornography, and polyamory. What implications do these understandings of sexual identity and self have for Christian social workers? The presenters will lead a discussion drawing from Trueman's analysis to consider how Christian social workers can navigate cultural understandings of sexuality and identity. On the one hand, liberalizing ideas about the self have opened the way to greater recognition of oppression of those labeled as sexual minorities. Trueman acknowledges that the idea of individual rights and the protection of individual dignity is derived from modern understandings of the self. On the other hand, these developments directly challenge longstanding Christian beliefs about family, marriage, and sexuality. As Trueman repeatedly notes, they are not simply attempts to expand boundaries, but to eliminate the very idea of boundaries. For example, recent advocacy for "queering social work education" involves "investigation of the privileging of heterosexuality and the dismantling of binary approaches to sexualities [that] promotes an understanding of sexualities as fluid, diverse, and socially constructed" (Hillock & Mule, 2016, p. 9; see also Bragg et al., 2018; Wagaman et al., 2018). This session will wrestle with Trueman's conclusion: "the framework for identity in wider society is deep rooted, powerful, and fundamentally antithetical to the kind of identity promoted as basic in the Bible" (p. 393). Although contemporary social work shares many values with Christians, this session will open the space to consider whether and how this book could serve as a resource to help Christians in social work exercise careful discernment in how a Christian worldview also diverges from current ideas about the self and sexuality that dominate our profession.

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Presenter Bio (s): Jim R. Vanderwoerd, MSW, PhD, is Professor of Social Work and Associate Dean of the Social Sciences at Redeemer University, where he has been on faculty since 2006. Prior to that he taught in and directed the BSW program at Dordt University. Jim is the Book Review Editor for Social Work & Christianity, and has presented numerous times at NACSW Conventions going back to 2001, including the Alan Keith Lucas Lecturer in 2014.

Terry A. Wolfer, MSW, PhD, ACSW, is an award-winning Professor of Social Work at the University of Carolina where he was recently appointed as Interim Associate Dean for Curriculum. Dr. Wolfer is a regular presenter at NACSW conventions. His publications focus on case method teaching, health promotion and faith-based social services. Dr. Wolfer is the author of Dr. Wolfer is a past NACSW board member and currently serves as Associate Editor for Social Work & Christianity.

Workshop Title: Forgiveness, who needs it? Integrating forgiveness theory into practice

Workshop Presenters: Marcy Wilroy, DSW

Workshop Abstract: Clients often become stuck in their therapy journey. Relationships and general life challenges can be related to the past and a clients inability to surrender and let go of hurt and anger. Many practitioners struggle with interventions that could help "unstuck" a client. Forgiveness can help.

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

- What is forgiveness and what are the benefits of giving it
 - What are the four phases of forgiveness theory
- How can forgiveness theory help my practice clients

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Direct Practice Individuals, Couples & Families

Workshop Description: Forgiveness, who needs it? 1. What if forgiveness 2. What is forgiveness theory and the four steps 3 Is it just religion? 4. Can it help your practice?

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Presenter Bio (s): Marcy D Wilroy, DSW CADC, CADC director and professor at LUC. DSW LCSW, Aurora University, Active LCSW License. Private practice for 11 years, professor for 7, Presented at several opportunities.

Workshop Title: Mental Health and Incarceration of People of Color: Racial Disparities in Treatment

Workshop Presenters: Valerie Wise, MSW, LCSW, LCAC,CBLC

Workshop Abstract: The problem of incarceration of mentally ill persons is becoming more prevalent at this current time with prisons and jails becoming the poor man's mental institution. Is this by design? This presentation looks at how this reality affects people with mental illness as well as their families.

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

- Learn of the public health crisis presented by this issue of incarceration versus mental health treatment.
- Understand the role of systemic racism in both creating and perpetuating this problem.
- Comprehend that both social work professionals, community leaders and families can collaborate to create positive inroads to this problem.

Level of Presentation: Basic

Workshop Track: Faith & Justice

Workshop Description: 1) Discuss the racial disparities of treatment among Black and Brown people from poor communities. The objective is to bring more awareness of how people who are already marginalized, stigmatized and shut off from society are further violated because of incarceration. There will be a look at how Communities of Color look at mental illness, which can sometimes contribute to the disparities. 2) There will be a look at this issue from the perspective of a family member with a loved one who was mentally ill and incarcerated whose faith supported her in her journey. 3) The role of faith and spirituality within Communities of Color in helping to destigmatize mental illness will be included. 4) The role of how social workers are addressing the problem of the intersection of mental illness and incarceration will be discussed.

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Presenter Bio (s): Valerie Wise is in private practice in Northwest IN. She is licensed in both IN and IL as a Clinical Social Worker and licensed in IN and IL as an Addictions Counselor. She is also a Certified Biblical Life and Marriage Coach and a Solution Focus Brief Therapy Practitioner. She presented to NASW-IL on Racial Disparities in Mental Health and the virtual NAMIcon 2021 on the same subject. She is a retired community college instructor, former mental health consultant, child welfare program supervisor and an outpatient behavioral health and addictions treatment facility owner. She is committed to the application of Biblical principles to current social issues.

Workshop Title: An Unrecognized Grief: Older Parents Who Are Grieving for Their Only Child

Workshop Presenters: Yongqiang Zheng, PhD; Jeongah Kim, PhD, Leslie Wueste, PhD

Workshop Abstract: This study aims to understand how the death of the only child impacts older adults in the US. A sample of 183 participants was recruited. The findings revealed that Prolonged Grief Disorder was prevalent and the participants' attachment

style, coping strategy, social support, spirituality were found to be associated with their grief symptoms.

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

- Increased awareness of parental grief among older adults.
- Comprehension of the death of the only child.
- Implications for current social work clinical practice with older adults who lost their only child.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Work Research

Workshop Description: 1) Key topic 1. Brief review of parental grief over the death of a child in later life and its biological, psychological and spiritual consequences. 5 minutes. Key topic 2. The issue of the death of the only child in the US. The estimation of the size of the population and introduction to the methodology of the estimation. 5 minutes. Key topic 3. Review of the methodology of the current research, including participants and settings, data collection procedure, measurements and the statistical analysis strategies. 5 minutes. Key topic 4. Review of the findings of the current research, including results from the descriptive tests, independent T tests and multiple regressions. 10 minutes. Key topic 4. The implications of the current research, including the implications for practitioners, such like social workers and grief counselors, the implications for policy makers and researchers. 10 minutes. 2) The current presentation explores how the older parents' spirituality impacts their grief. Spirituality was measured by the Daily Spiritual Experience Scale. The findings indicate that there was a significant difference between those who diagnosed with prolonged grief disorder and those with regular grief. The findings also indicate that spirituality contributed to alleviated grief symptoms among the older parents. 3) The theoretical model of the presentation was developed based on Worden's (2009) "mediators of the mourning process". They are the overarching factors impacting the severity of complicated bereavement, including age, gender, mode of death, individual attachment style, coping strategy, spirituality, and social support. Parents who are grieving for the only child in the U.S. is only projected to grow with the increasing number of women who had only one child during their childbearing age. However, they are an extremely understudied and underserved. The presentation reveals very little scientific findings is established about this population. Although any types of parental grief could be overwhelming for parents, older parents had no other living child/children left are a population who is at more devastating and vulnerable position. The American society as whole needs to critically evaluate current policies and existing services through translating the research findings into corrective and effective measures to respond to older parents' urgent needs. In the post-pandemic era, taking steps to systematically address the impact of severe grief has become significantly relevant while the society is aging and mourning collectively.

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Presenter Bio (s):

Yongqiang Zheng is an Associate Professor of Social Work at George Fox University. He earned his PhD in social work from University of Louisville.

Jeongah Kim is an Associate Professor of Social Work at George Fox University. She earned her PhD in social work from Ohio State University.

Dr. Leslie Wuest is an assistant professor of social work at George Fox University, she obtained her PhD from Portland State University. She is a LCSW and has over 20 years of experience working with family and children.

Workshop Title: All Creatures Great and Small: The Joys of Working with a Therapy Dog

Workshop Presenters: Bob Zylstra, EdD, LCSW

Workshop Abstract: While therapy dogs can be used in formal clinical settings, this presentation will focus primarily on opportunities for community service and ways to enjoy working with your dog to enrich the lives of others. My co-presenter will be Harley, our 5 y/o rescue hound.

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

- Assess if this is a good fit for my interests and skills
- Identify a prospective therapy dog. Is my dog a good candidate?
- Learn more about therapy dog opportunities in my community

Level of Presentation: Basic

Workshop Track: Direct Practice, Individuals, Couples & Families

Workshop Description: Value and Purpose: A Discussion of Impact and Importance " 10 minutes What is it that can make interacting with animals such a positive therapeutic experience? Perhaps it's the way we seem able at times to connect on a purely emotional level. Perhaps it's the sense of receiving unconditional love for no particular reason. Perhaps it's just the enjoyment of watching silly tricks performed by a creature with no reservations or inhibitions. Why is it that frail elderly individuals come alive when stroking floppy ears? Why is that shy little children eagerly read aloud to an attentive canine? Why is it that stressed college students, petting a dog between exams, walk away feeling more refreshed than if they'd had that cup of coffee they were looking for? Faith and Spirituality: A Discussion of How We Were Created " 10 minutes We were created as social beings who thrive best when in loving and supportive communities. For some of us, however, human relationships are not the safe connections God intended them to be. While perhaps not part of God's initial design, our interactions with His creatures may provide a sense of acceptance and security missing from hurtful human interactions. Pragmatic Considerations: How To Get Started and Be Successful " 30 minutes -What makes a good therapy dog? -What training is required? -How do I identify a reputable licensing agency? -How do I locate therapy dog opportunities in my community?

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Presenter Bio (s): Bob Zylstra, EdD, LCSW is Professor, Director of Behavioral Medicine and Assistant Program Director for the Department of Family Medicine at the University of Tennessee College of Medicine campus in Chattanooga. He also served for many years as an Adjunct Instructor for the Social Work program at the University of Tennessee at Chattanooga. He earned his Master of Social Work degree from the University of Michigan and his Doctorate degree in educational psychology from the

University of Memphis. His therapy dog experience started in 2009 with a goofy Boxer named Maggie, who was followed by a scruffy terrier named Charlie. His current partner is a rescue hound named Harley.
