



## *Onsite Workshop Session Descriptions*

### NACSW Convention 2021

*Glendale, California*  
November 18-21, 2021

### **Convention 2021 Onsite Workshop Information**

The following presents a preliminary listing of onsite workshop and roundtable presentations that will be included in NACSW's Convention 2021 with abstracts, learning objectives, and presenters' bios. The workshop sessions are sorted alphabetically by presenters' last names.

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

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**Workshop Title:** Cultural & Clinical Caregiving with People of Arabic Middle Eastern Descent

**Workshop Presenter:** Naji Abi-Hashem

**Workshop Abstract:** Middle Easterners are becoming well established in the global West. There is a lot of confusion/anxiety about who they are as Arabs & Muslims? How large and diverse population? Practitioners need to understand their heritage, mentality, religious culture, social challenge, and adaptation-assimilation and to gain practical skills to work with them.

**Learning Objectives:** List two positive descriptions and two negative generalizations about Arabs, Muslims, and Middle Easterners- - their background, heritage, religious faith, & identity.

Recite some struggles, needs, functioning-challenges of Arab American immigrants in terms of their coping styles in North America, socio-cultural & religion-spiritual. Describe 3 differences between the Assimilation-Integration process versus the Fragmentation-Isolation process (acculturation) of Middle Easterners & Arab-American.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Orientation, Introduction, General Overview, and Socio-Cultural & Psycho-Spiritual Background. Clarifying who are the Middle Easterners, the Arabs, and the Muslims. Understanding the various Arabic & Middle Eastern Mentalities, Nationalities, Religions Affiliations, Ethnicities, and Worldviews. Demographics and Population Growth of Arab Middle-Easterners in North America. The Contributions and the Struggles of People from Arabic Middle-Eastern Background. Communication Styles, Interpersonal Relationships, and Inter-Generational Relationships and Dynamics. Basic Moralities, Religious Values, Spiritual Faiths, and Key Ethical-Cultural Principles. Issues and Challenges Facing Immigrants, Refugees, Foreigners, Asylums, Evacuees, Travelers, Students, Expatriates, Internationals. Healthy versus Unhealthy Coping Styles of some Middle-Easterners and Arab-Americans. Various Levels of Integration: Why some Immigrants Integrate within the Hosting Societies better than Others? General Assimilation, Accommodation, and Acculturation: Types, Degrees, Processes, Outcomes, and Challenges. Mental Health Services, Counseling Psychology, and Psychiatric Care in the Middle East. Dealing with Cross-National and Inter-Cultural Anxiety in Psychotherapy, on the part of Therapists and Clients Alike. Developing Cultural & Spiritual Competency in Clinical Caregiving--including Religious Inventory. Therapeutic Strategies and Interventions: Assets and Hindrances (Religious Resources) Theory, Therapy, and Clinical Practices: Best Orientations, Approaches, Techniques, Applications, and Modalities. List of Dos & Don'ts with traditional Arab and Muslim Families. Practical Guidelines for Counseling, Caregiving, and Psychotherapy with Middle-Easterners Arabic Speaking People and other Culturally and Religiously Diverse Populations.

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**Presenter Bio:** Naji is an independent scholar, clinical-cultural psychologist, licensed in 1995, and lecturer, editor, author, public speaker, consultant, and psychotherapist. He is Lebanese-American involved in international service, training, ministry, and global networking. He served as a staff psychologist at Minirth-Meier New Life Clinics in Seattle doing outpatient & inpatient work (1992-2004), and taught or lectured at many universities, colleges, and seminaries in the United States and other countries. He is active in many professional organizations and has achieved a Diplomate status in three organizations. Naji frequently presents seminars and workshops on a variety of topics at national and international conventions. So far, has made about 100 conference presentations and has authored about 100 publications in form of journal articles, book-chapters, general essays, and encyclopedia entries.

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**Workshop Title:** Concentric Compassion & Cardio-cognition: From Institutional Racism to Kingdom Reconciliation

**Workshop Presenters:** Parris Baker, PhD

**Workshop Abstract:** Workshop participants will be provided an innovative framework for practical application of biblical and theoretical concepts centered on pursuing unity in

the face of adversity. Workshop objectives are designed to provoke participants to move from “concentric compassionate” reflection regarding Black Lives Matter into the reflexive “cardio-cognitive” activity of kingdom reconciliation.

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

- Define and describe concentric compassion
- Define and describe cardio-cognition
- Articulate the framework for community

**Level of Presentation:** Intermediate

**Target Audience:** Social workers, students

**Workshop Description:** Workshop participants will be provided an innovative framework for practical application of biblical and theoretical concepts centered on pursuing unity in the face of adversity. Workshop objectives are designed to provoke participants to move from “concentric compassionate” reflection regarding Black Lives Matter into the reflexive “cardio-cognitive” activity of kingdom reconciliation.

**Presenter Bio (s):** Parris Baker Gannon University Social Work Program Director BA - Social Work Gannon University - 1992 MSSA - Social Science Administration - Case Western Reserve University, Mandel School of Applied Social Sciences - 1995 PhD - School of Social Work, University of Pittsburgh - 2007 Presenter: NACSW Conferences - February 2008; November 2010 Presenter: CSWE Conferences - October 2007; October 2010 Diversity Trainer for Bureau of Police City of Erie; Erie Psychological Consortium Pre-doctoral Internship Program; Office of the Mayor, Erie's Strengthening Police Community Partnership (SPCP). Director, Abba Fathers Support Group

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**Workshop Title:** Student Perceptions of Racism and Discrimination in Social Work Education

**Workshop Presenters:** Stacey Barker, Ph.D. Devonne Allen Ph.D. Kessy Moreau Nicolette Soverall BSW Student Nyack College

**Workshop Abstract:** This presentation describes one faith-based, urban School of Social Work's mixed methods research study designed to understand the BSW and MSW programs' areas of strengths and areas of improvement related to racial justice. These findings are used to help our social work programs move towards more racially just policies and practices.

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

- Summarize the current social work literature on racial justice and social work education.
- Understand the professional and faith-based motivation of one School of Social Work to undertake a racial justice climate survey.
- Describe the research methodology used in this study and apply findings to their own racial justice work in organizations.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** The key topics of this session will include a literature review that summarizes the current knowledge about racial justice and social work education (10 minutes); the context for the research study, which includes student and faculty demographics of the social work programs being studied, and the creation of the Racial Justice Task Force following student demand for an institutional response to racial injustice in policing (10 minutes); the methodology used to conduct this study, including a description of the survey instrument, sampling, and the data collection process (10 minutes); a description of data analysis process and key findings (10 minutes); and how key findings are used for continuous program improvement with a racial justice focus, limitations of the study, and future research (10 minutes). The session will conclude with an opportunity for audience feedback and questions (10 minutes). Historical and current social work literature makes the case for the need for attention to racial justice in social work education; in fact, racial justice has been a main focus over the past year for workshops and trainings by the National Association of Social Workers (NASW), local NASW chapters, and the Council on Social Work Education (CSWE). Social work focuses on the importance of self-assessment and self-knowledge as key aspects of effective and ethical social work practice; self-assessment is important for social work programs as well, pointing to the need for a racial justice climate survey in order to start inwardly while attempting to make changes in other organizational, community, and societal systems. Because this research study was done in the context of a faith-based School of Social Work that emphasizes the integration of Christian faith and social work practice, part of the motivation = for wanting to enhance racial justice through this self-examination process stems in part from biblical mandates of inclusion and serving marginalized populations. Examples include John 13:34, Acts 10:34, and Galatians 3:28.

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**Presenter Bio (s):** Stacey L. Barker, Ph.D., is Professor and MSW Program Director at Nyack College in New York City. She is licensed in New York State as an LMSW and in Massachusetts as an LICSW. Dr. Barker has been a full-time social work educator since 2002. Dr. Barker's research, which has focused primarily on the integration of spirituality, religion, and social work, has been presented and published in a number of professional venues. Dr. Barker has been an active member of NACSW since 2002, currently serving on the Editorial Board of *Social Work and Christianity*.

DeVonne Allen, Ph.D., is an Assistant Professor and Director of the BSW Program at Nyack College where she has worked fulltime since 2010. Dr. Allen has taught widely within the social work curriculum, although specializing in human behavior, field seminar, and practice courses. Prior to working within higher education, her focus had been providing mental health services to children and families in the child welfare system in Westchester County, NY. Dr. Allen's current goal is to develop faith-based community supports and resources through her local church in West Haverstraw, NY. She also remains committed to the development and training of social work students and professionals.

Kessy Moreau is an MSW student at Nyack College in New York City. Ms. Moreau is expected to graduate in May 2021. Ms. Moreau holds a B.A in Psychology and a minor in Criminal Justice from Nyack College. She currently interns at Dr. Michele Winchester-Vega & Associates, a group private practice in New Windsor, NY providing psychotherapy for individuals and families. Ms. Moreau currently works for Rockland Hospital Guild, a private not-for-profit agency, which provides housing and support services for persons with a mental illness. Ms. Moreau is a member of the BSW/MSW Racial Justice Task Force at Nyack College, established in 2020.

Nicolette Soverall is a current BSW student at Nyack College in New York City and will graduate in May 2023. She is currently serving on the BSW/MSW Racial Justice Task Force and looks forward to leveraging her skills gained to become an agent of change.

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**Workshop Title:** Veteran Suicide and the Peaks and Valleys of Faith

**Workshop Presenters:** Justin Behrens, LSW

**Workshop Abstract:** Veteran Suicide can be compared to a fire. Fire cannot exist without fuel, oxygen, a lack of carbon dioxide and flint or another source of sparks. Fuel is the physical, emotional and spiritual stress. Suicide also cannot be completed without emotional distress-O2, a lack of adequate coping methods-CO2, and a means of acting, such as drugs-spark.

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

- understand the triggers the veteran community will face when talking about suicide.
- understand the process of faith in a veteran living with suicidal thoughts.
- use skills learned to help talk to a veteran about suicide.

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

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

**Workshop Description:** The group will learn the following: 1. Understand the Veteran Community when it comes to Suicide 2. Develop the valleys and peaks of faith in the Veteran community 3. Fuel- physical, emotional and spiritual stress 4. Oxygen- emotional distress and spiritual distress 5. CO2- Lack of coping with Faith and coping skills. 6. Spark- the Means

**Presenter Bio (s):** Justin Behrens, CEO of Keystone Mission. Masters of Social work from Temple. LSW. Presented at the following places: 1. NASW 7 times state conferences 2. Church WISE GROUP 3. State Aging Administration for the State.

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**Workshop Title:** My Social Work Identity and Global Citizenship

**Workshop Presenters:** Sylvia Bekele, DSW

**Workshop Abstract:** This workshop is designed to focus on social work identity by identifying your mission and vision as a social work practitioner (or student) through a human rights approach. Topics incorporated in this workshop will provide a learning space to revisit our potential as social workers to make positive social change with a focus on global citizenship.

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

- identify a list of values and learn how those values apply to their social work and spiritual identity.
- produce a personal/professional vision and mission statement.
- have a better understanding of their values, mission, and vision utilize this information in their practice as a Christian social worker.

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

**Target Audience:** Social Workers, Students

**Workshop Description:** Social work identity is an outcome of the professional socialization of social workers (Adams, Hean, Sturgis, & Clark, 2006; Barretti, 2004; Bisno, 1956; Flexner, 1915; Leighninger, 1987; Mariet, 2016; Miller, 2010; Patchner, Gullerud, Downing, Donaldson, & Leunberger, 1987). The literature on this phenomenon supports that the development and continued cultivation of a social work identity is essential to social work practitioners and the social work profession. The purpose of a workshop addressing salient components of social work identity development lends itself as an intentional change strategy that will lead to the preparation of professional Christian social workers who are ready and able to embrace the role more holistically in their professional endeavors. This workshop will focus on values, mission, and vision, because a clear mission and vision is essential for any profession seeking professional status.



Without a professional identity or efforts to preserve an already existing professional identity, individuals will not have an understanding of what it means to be a professional in that specified field of practice. All concepts presented in the workshop will be done by utilizing a human rights approach and the concept of global citizenship. There is a need to provide transformational learning spaces for social workers and social work students in which they can engage in learning opportunities that positively contribute to their professional identity in social work. This phenomenon is a present concern locally and globally, and research has been conducted in small pockets across the globe to explore this concept (Crisp, 2017; Forenza & Eckert, 2017; Higgins, 2016; Levy, Shlomo, & Izhaky, 2014; Moorhead, Boetto, & Bell, 2014; Nuttman-Shwartz, 2017; Pullen Sansfacon & Crete, 2016; Shlomo, Levy, & Itzhaky, 2012; Valutis, Rubin, & Bell, 2012). As social workers and agents of social change, we need to understand where we come from and what values ground our work if we are to broaden our perspectives and responses to social problems and causes of social inequity. The workshop provides a creative space to assess and re-envision our identity as social workers and agents of social change. Activities in this workshop were developed utilizing Mezirow's theory of transformational learning and Freire's theory of learning as foundational program theories (Freire 1970; Mezirow, 2009). Concepts that reflect the basis of the intervention's theoretical framework are inclusive of activities that highlight critical reflection, holistic orientation, awareness of contexts, authentic relationship building, dialogue, and student-centered learning (Freire 1970; Mezirow, 2009). Providing this opportunity for learning and growing has the potential to set a foundation for all other aspects of responding to social problems and broadening our perspectives with innovative approaches.

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**Presenter Bio (s):** As a social work scholar-practitioner, she envisions not just where things are, but where they could be. As she continues to cultivate a more comprehensive perspective of the advancement of social work and historical implications in relation to contemporary work, she seeks to refine her identity and collaborate with others to enhance her growth as a social worker. She aspires to initiate or produce positive social change by collaborating with humanity, and to highlight the value in the lives of people

through a humanistic framework. She works as a social worker at a middle school. She has previously worked with Bethany Christian Services as a social worker in foster care and adoption, and counseling where she was able to learn about and work with humans and horses in a therapeutic setting. She is also an adjunct professor at Virginia Commonwealth University.

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**Workshop Title:** Decision-Making 101: Integrating Spirituality and Science for Deep Healing

**Workshop Presenters:** Karl Benzio, MD

**Workshop Abstract:** To understand why we make the decisions we make, it helps to know how decisions are made. Decision-Making's the Intersection of Science and Faith, Material and Immaterial, Psychotherapeutics and Mind of Christ. Knowing the 6 components of every decision allows us to practically apply Jesus' Matt 13:14-15 prescription for psychospiritual healing

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

- Clearly define and describe the 6 components in every decision and the exact sequence they always occur as well as the role of pain in each decision.
- Learn and implement a practical treatment tool using CBT, DBT, MI, EFT, and Psychodynamic principles seamlessly integrated with Biblical teachings and principles.
- Understand and easily articulate the importance of Decision-Making in integrating spirit, mind, and body and DM's role in renewing the mind and brain circuitry.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:** As Paul writes in Romans 7, "the things I want to do, I don't, and the things I don't want to do, I do." So why do we make the decisions we make? Nature vs. Nurture. Free Will vs. Victim of my Past. Guilt vs. Excuse. Idols of the Heart vs. Diseased Brain Chemistry. Science and the Bible seem antagonistic, but by looking at cutting edge science through Biblical lenses, a clear and easy model is presented to both understand decision-making mechanics as well as uncover underlying unconscious material from our past which derails healthy and Godly decision-making, especially when adversity strikes. This practical psychological and Biblical model also facilitates the healing treatment which brings lasting life transformation. Treating behavioral health issues is complicated and often frustrating as many obstacles lead to low rates of

treatment success. Even though the literature, society, professionals, and treatment providers now realize that successful life-changing treatment must be holistic, developing treatment programs that really address, integrate, and treat the spirit, mind, and body, with appropriate depth and accuracy is frequently a struggle to develop and implement. The Bible is a fantastic catalogue of God's, Jesus' and man's decisions, and Jesus most preached topic was Decision-Making (DM). Jesus, Paul, Peter, and James also showed that our decisions reveal what is really in our heart. We were gifted Free Will, and the Spiritual Discipline of DM is how we learn to properly steward our free will. I have never seen DM on any list of Spiritual Disciplines, but I will show how DM truly is the most important Spiritual Discipline. Interestingly, DM is also where all three spheres profoundly come together and are significantly intertwined - where spiritual beliefs, teachings, Biblical principles, the Holy Spirit, and our everyday living intersect and where "take every thought captive" and "put on the armor of God" actually are implemented. This workshop will show how DM is practically used to be the God-given neurobiological intervention/treatment to renew the mind not just physiologically, but also spiritually and psychologically. In a unique and powerful way, this workshop will cut to the core of DM, taking the best of CBT, DBT, EFT, MI, and psychodynamic principles, and combine with Biblical truths to describe the 6 elements of every decision and the exact sequence they always follow. These facets form the foundation of a truly holistic treatment model the participant can easily understand, articulate to patients, and utilize in any treatment situations. By understanding the Spiritual Discipline of DM, the participant becomes a bright Lighthouse, shining God's glory, standing strong on solid rock during stormy times, and becoming a source of refuge and guidance to patients experiencing life's storms and adversity. Participants will help patients form foundational building blocks to maximize other psychotherapeutica as well.

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Lehman, K. Outsmarting Yourself Lehman, K. The Immanuel Approach: For Emotional Healing and Life (2016)

**Presenter Bio (s):** Karl Benzio, MD, Board Certified Psychiatrist, received his BSE in Biomedical Engineering from Duke University, MD from NJMS, and completed his Psychiatric Residency at UC-Irvine. Dr. Karl is a request media guest expert discussing many Behavioral Health issues and their impact on individuals and society as well as an expert witness for the President's Bioethics and Faith-Based Initiatives Committees, US Congress, and many state legislatures on social issue policies. Using his expertise in Decision-Making sciences, he's a frequent conference speaker applying Spirit-Mind-Body Integration to Faith informed BH treatment modalities. He's presented in hostile and trauma intensive situations in Africa and led the first behavioral health team into post-Hussein Iraq. Dr. Karl co-founded Honey Lake Clinic, a unique Christian intensive residential treatment facility where he works..

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**Workshop Title:** Round Table Conversations: Evaluating Degree of Meaning

**Workshop Presenters:** Joyous Bethel, Ph.D Leonora Foels Ph.D., LCSW, Ling Dinse, DSW

**Workshop Abstract:** The workshop presents the experience of 196 undergraduate students who engaged in round tables as a path to increase students' understanding of the lived experiences of others. Quantitative data were analyzed. Students reported these conversations to be very meaningful. Students also described takeaways that caught the interest of the presenters.

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

- replicate or design their own round table discussions for use in their classes or organizations.
- develop questions appropriate for their own round table discussions.
- list 2 takeaways of value.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Background and structure of the study: 15 min. Review of the quantitative and qualitative results: 20 min. Serendipitous findings and implications: 20 Min. Q&A/Next Steps: 5 min.

The workshop will review the concept of Round Tables generally and the specific structure employed by the presenters, including the rationale. A brief description of the statistical analysis utilized will follow, identifying key results. The 196 undergraduate students participating in this study were from two universities, one a secular state institution and the other a Christian college, enrolled in courses on human diversity who engaged in round table conversations as a vehicle for increasing the students' understanding of the lived experiences of others. Round table topics included understandings of racial and religious oppression. The goal of the study was for students to intentionally engage in structured conversations about issues of social justice, for the purposes of promoting human relationships and advocacy. Edwards (2018) notes, "There is a growing movement to incorporate education about religious diversity and interfaith dialogue into our higher education curricula and institutional priorities" (p. 330). Our profession recognizes both the importance of human relationships and the need for advocacy to ensure social justice. The National Association of Social Workers (NASW) has included both as ethical principles in our code of ethics. Likewise, scripture mandates us to advocate and care for the oppressed, "Defend the weak and the fatherless; uphold the cause of the poor and the oppressed" (Psalm 8: 3, NIV). Further, we must treat those who are different from us with equity, "The foreigner living among you must be treated as your native born. Love them as yourself, for you were foreigners in Egypt. I am the LORD your God" (Lev. 19: 34 NIV). As our understanding of others' lives increases, our connection is strengthened, and our empathy for struggles is enhanced. Given that our society seems increasingly charged, politically and socially, it is imperative to help students understand and appreciate the lived experiences of others particularly when different from their own. We gain understanding of who we are from our families and our communities. Tran and Lee (2011) found individuals, from children to adult, with cross

race friendships have a higher level of social competency when compared with those that have only same race friendships. Building relationships with others increases understanding and awareness of the experiences of others. Engaging students in intentional conversations that are structured to build relationships, then, seems key. In fact, students experienced the round tables to be very meaningful. Given our increasingly polarized political environment, this is salient and may identify the usefulness of civil discourse to understanding others lives. Round tables may provide a fertile environment for further pedagogical discussion on justice.

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**Presenter Bio (s):** Joyous Bethel is an Assistant Professor of Social Work at Millersville University, in Lancaster County, Pennsylvania. Her BA and MSW were earned at The University of Oklahoma, 1981 and 82 respectively; her Ph.D. in social work is from Barry University, circa 1997. She is a seasoned educator and has presented at NACSW often. Her experience as a clinical social worker include both hospice and congregational social work. She has taught at the university level since 1998, first at Southern Miss and since 2011, at Millersville University. A current interest is the use of round table narratives and storytelling as a vehicle for not only understanding the lived experiences of others, but also as a way to strengthen relationships and build bridges to extend community.

Dr. Leonora Foels is an Associate Professor at Millersville University. A clinical social worker, Dr. Foels has a wealth experience in school social work and work with families and communities. She graduated with a Ph.D. from Barry University in 2007 and earned her MSW from Simmons in 1993. She is licensed as a clinical social worker in FL, MA, and PA. In her current position at Millersville University School of Social Work, she teaches diversity and social justice, practice courses, and is the Coordinator for on-line completion of the BASW, having been certified in on-line education. She teaches in the BASW, MSW, and DSW programs. She joins colleagues in her interest in narrative work, particularly storytelling, as a vehicle to understand not only the lived experiences of others, but also as a way to further understand their own histories. Dr. Foels presents frequently at NACSW.

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 and her MSW and BA at the State University of New York, at Buffalo. Dr. Dinse has 17 years of experience as a congregational social worker. Originally from Hong Kong, Dr. Dinse's work includes racial reconciliation, marriage enrichment, parenting, social justice and poverty. Recently, Dr. Dinse is working with colleagues to explore storytelling and the use of narrative (Round Tables), to further understanding of each other as whole people and to empower further action as advocates for social justice. Dr. Dinse has presented previously at NACSW.

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**Workshop Title:** Afrocentric Transitional Leadership: Preparing Domestic Violence Advocates

**Workshop Presenters:** Kesslyn Brade Stennis, MSW, MDiv, PhD Cheryl Chavers MS Helen Fischle

**Workshop Abstract:** Rates of domestic violence (DV) are disproportionately higher in African American communities (CDC, 2019). While currently being addressed, little is known about how DV advocates are preparing emerging DV advocates. This presentation will discuss how Afrocentric transitional leadership strategies prepared emerging DV advocates of color.

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

- Understand an awareness of domestic violence statistics related to African Americans
- Explain the need for culturally competent domestic violence leadership
- Describe Afrocentric concepts as they relate to Transitional Leadership

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



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

**Workshop Description:** ) Brief Outline I. Introduction (5 minutes) Scripture, Mentor and Mentee Experiences and Cheryl's Testimony II. Transitional Leadership (10 minutes) Exploration of Leadership Examples and Theories (Biblical and Contemporary) III. Domestic Violence (10 minutes) Relevance, Statistics, Cultural Considerations

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**Presenter Bio (s):** Kesslyn Brade Stennis, MSW, MDiv, PhD, serves as Chair (Associate Professor) of the Department of Social Work and Executive Director of the Dr. Dorothy I. Height Center for the Advancement of Social Justice at Coppin State University. She is also the CEO of The PhD Consultants which has a commitment to preparing

leadership through the terminal degree process. Kesslyn served as NACSW's first African American female Board President.

Cheryl Osbourne Chavers, BSW, MS, EdD Candidate " is a Senior Family Services Specialist with the City of Newport News Department of Human Services and a Virginia Department of Social Services certified Family Partnership Meeting Facilitator. She is also the CEO of Chaversian Services Inc, a consulting and services firm. Cheryl is also the author of the book *Your Rejection God's Protection; A Unique Biblical Approach to Understanding Diversity*.

Helen Fischle, MSW, is an Assistant Professor and Program Coordinator for the BSW Program at Alabama A & M University, Normal, Alabama. She is a native of Reading, England and received her BSW at Oakwood University, Huntsville, AL and her MSW from the University of Alabama, Tuscaloosa, Alabama. Mrs. Fischle has had over 20 years of working in social work education and has held various leadership positions throughout her time in academia. Mrs. Fischle has also worked extensively in the area of domestic violence and sexual assault prevention on college campuses and within the African American faith community.

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**Workshop Title:** Improving Difficult Interactions from a Reformed Christian Perspective

**Workshop Presenters:** Morgan Braganza, PhD

**Workshop Abstract:** Social work scholars have developed approaches for better encountering persons holding contentious differences. Neglected in this scholarship, however, are Christian approaches. This workshop offers recommendations from a Reformed Christian perspective. The implications of using this approach in various social work settings will be discussed.

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

- Describe current frameworks popular in social work (i.e., the AOP and inclusion/exclusion frameworks), including their benefits and limitations.
- Describe theological, conceptual and pragmatic recommendations offered by Reformed Christian scholars for more positively navigating difficult encounters.
- Describe the implications of a Reformed Christian approach for encountering persons holding contentious differences in a variety of social work settings.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Canadian society is diversified such as by first language, visible minority and immigration status, religion (Statistics Canada, 2013) and sexual orientation (Statistics Canada, 2016). Multidisciplinary research suggests that such differences can evoke discomfort and even aggression (Braganza, 2020; Frantell et al., 2019). People struggle to positively encounter those who hold difficult or disagreeable differences, even within social work education and practice (Braganza, 2020). Encounters are defined as purposeful or accidental (Goffman, 1956) face-to-face or virtual (e.g., social media) meetings between individuals or small groups of people. In response, social work scholars have developed or studied approaches for better encountering persons holding contentious differences. Contentious differences are defined as disagreeable differences that evoke strong negative reactions such as fear, anger, or hostility (Braganza, 2020). Two of the most popular approaches in social work are the anti-oppressive practice (AOP) and inclusion/exclusion frameworks (van Wormer, 2005). AOP was inspired by a commitment to resolving the micro- and macro- level oppression that inhibits encounters (Baines, 2011; Dessel & Ali, 2015). The inclusion/exclusion framework seeks understanding about why diverse groups and/or persons become excluded so that they might be inclusively encountered (Sheppard, 2006). Both Christian theologians (e.g., Nouwen, 1986) and social work scholars (e.g., Hodge, 2011) argue that while secular frameworks offer important contributions to improving difficult encounters, Christian ways of thinking have been neglected. Christian frameworks, however, can provide social work educators, professionals, and students with unique considerations for more positively navigated encounters. I responded to this gap in scholarship by systematically gathering and reviewing literature produced by Reformed Christian scholars in order to study their pragmatic and theological recommendations for approaching small scale encounters across contentious differences. In my presentation, I will discuss this research. To provide a foundation and rationale for this research, I will begin the presentation with an overview of social work's two most popular frameworks: the AOP and inclusion/exclusion frameworks. This discussion will include a summary of their strengths and limitations in relation to encountering persons holding contentious differences. Then, I will discuss my data collection and analysis strategies. I will spend the bulk of the presentation discussing my initial findings. More specifically, I will discuss the theological, conceptual, and pragmatic recommendations offered by Reformed Christian scholars for more positively navigating difficult encounters. Throughout the discussion, I will offer examples of how the insights derived from this research might be applied by social workers in various Christian and non-Christian social work contexts.

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

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**Workshop Title:** Shifting Sand: Constructing a Social Work Values Base Rooted in Scripture

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

**Workshop Abstract:** Professional Social Work digressed from its religious roots as it struggled to differentiate itself from other social sciences while defining a unique professional identity. This presentation takes a corrective look at the values base of the profession as per the NASW Code of Ethics.

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

- understand the historical roots of the profession and the concurrent development of the NASW Ethical Codes.
- integrate a Judeo-Christian perspective into the values propositions of the NASW Code of Ethics.
- develop an awareness of the profession's attempts to codify morality absent the profession's religious roots.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers

**Workshop Description:**

**Bibliography:**

**Presenter Bio (s):** Kevin J. Brown, PhD, LCSW, is the chair of the Social Work Department at Eastern University. He earned his BA Psych from Wheaton College, MSW from the University of Illinois at Chicago, and the MS/PhD Urban Studies from the University of New Orleans. Brown is a licensed clinical social worker in Louisiana and Pennsylvania. Brown has presented widely at professional conferences including NACSW, NASW, CCDA, Sojourners and the Southern Sociological Society. Brown has served as a clinician, a community organizer/developer and as an professor of Social Work.

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**Workshop Title:** Biblical Counseling: Reaching the Heart and Effecting Long-term Change

**Workshop Presenters:** Jeff Bryant, MSW, LCSW, CABC

**Workshop Abstract:** Using a biblical paradigm for change, this workshop will provide counselors with an effective means of helping clients find long-term solutions for life's problems. Means include defining Biblical Counseling, getting to the heart of the

counselee's problem, establishing trust, and helping effect long-term change using the tools of grace and truth.

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

- understand what Biblical counseling is in reference to other forms of Christian counseling.
- understand the conceptual difference between behavior change and heart change
- understand basic factors that inhibit the success of this method of counseling

**Level of Presentation:** Basic, Intermediate

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

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

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Bryant, Jeffrey T., Bryant, Pamela L. (2020) "Biblical Counseling: The Hope for Lasting Change" National Training of Caseworkers for the Salvation Army, Hope Wilson, January 22, 2020.

Bryant, Jeffrey T., Bryant, Pamela, L., Shaw, Mark, D.Min., CADAC II. (2019). "Help and Hope for Addictions: A Biblical Paradigm for Treatment." Preconvention Institute. Presented at the 69th Annual National Convention of the North American Association of Christians in Social Work conference, November 7-10, 2019.

**Presenter Bio (s):** Jeff Bryant, MSW, LCSW, and CABC is a licensed Clinical Social Worker who received both his Bachelor Degree in Social Work and a Master's Degree in Social Work from Indiana University. He is an Associate Tenured Professor of the Phyllis Lan Lin Department of Social Work at the University of Indianapolis where he teaches macro social work classes in both the BSW and MSW programs. Bryant has been a presenter at international symposiums on service-learning and served on the symposium planning committees. Bryant with his wife, Pam, provide biblical counseling at College Park Church in Indianapolis. He is a Commissioned Addictions Biblical Counselor (CABC) from The Addiction Connection. He is the current president of the NACSW Indiana Chapter and has presented at their national conventions.

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**Workshop Title:** Church, Abortion, and Reproductive Injustice: Reframing Abortion Rhetoric

**Workshop Presenters:** Anna Disser Jennifer Buck PhD

**Workshop Abstract:** We challenge the idea that even Christians who hold strong anti-abortion stances must advocate for legislation against it, especially considering this legislation's questionable efficacy at reducing abortion. Literature suggests that the larger problem is how anti-abortion legislation harms marginalized groups, especially low-income Black women.

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

- Identify the systemic issues associated with some women's decisions to seek out abortions
- Articulate the impacts of abortion regulations and which communities are most impacted
- More fully understand how to integrate spirituality into social work practice in a way that upholds all parties involved in the topic of abortion

**Level of Presentation:** Basic

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

**Workshop Description:** A vocal majority of the American Christian Church has expressed their strong opposition to abortion, and has pushed for legislators to pass laws restricting it. Still, there is the question of whether banning abortion is truly the best way to reduce it, and if being a Christian really means that one must have a strong stance against abortion. With so much literature on abortion telling similar stories, there is a need for new approaches to this topic and for younger voices to become involved in this discussion. In order to evaluate the best way to approach this topic and the responsibility that Christian social workers have to those on the margins, we review existing abortion legislation within the context of the original justification framework for *Roe v. Wade* (approximately 20 minutes). We also look at the data on who is most likely to get abortions and why, in order to better understand the root cause of abortion rates (approximately 15 minutes). We found that the people who are most likely to seek out abortions are generally Black women who have already had at least one child, and often their reasons for their abortions are tied to a lack of finances or resources to support their children. Thus, this suggests the need for a more holistic approach to abortion. In order to examine common biblical defenses of anti-abortion, we consult both John Goldingay's commentary on Psalm 139 and Margaret Kamitsuka's critique of these defenses. We also discuss the reframing of the choice of pregnancy that Rebecca Todd Peters presents (approximately 15 minutes). Finally, we discuss how to reconcile a Christian worldview with a research-informed approach to addressing the issue of abortion and the factors that contribute to it (approximately 10 minutes). When looking at all of these factors together, we conclude that anti-abortion rhetoric that the Church pushes actually increases abortion rates, as well as harms women, people of color, and lower income households.



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**Presenter Bio (s):** Anna Disser is a second year BSW student at Azusa Pacific University. She currently serves as the president of APU's Social Work Club and is on the board of directors for a student advocacy organization on campus. She has also volunteered with various mental health care organizations for the past five years. Through her work, she has developed an interest in education and advocacy for marginalized groups that are often silenced in Christian spaces.

Jennifer M. Buck is an Assistant Professor of Practical Theology at Azusa Pacific University. She holds a PhD in Philosophy of Religion and Theology from Claremont Graduate University and an MDiv from Fuller Theology Seminary. She is the author of *Reframing the House: Constructive Feminist Global Ecclesiology for the Western Evangelical Church* (Pickwick, 2016) and of multiple forthcoming books: *Distinct: Quaker Holiness in Everyday Life* (Barclay Press), *Bad and Boujee: Towards a Trap*

Feminist Theology, and a book on fashion and Theology. She is also a licensed minister in the Evangelical Quaker church.

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**Workshop Title:** Distress and Wellbeing in Social Workers, Organizations and the Social Work Profession

**Workshop Presenters:** Caroline Campbell, LSW

**Workshop Abstract:** This workshop explores the nature of distress and well-being of social workers, social service organizations, and the social work profession. Viewing self-care and community care as a sacred journey toward wholeness, grounded in biblical justice, can align our self-care and well-being to be at the forefront of our work.

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

- gain awareness of the current literature around distress and well-being in social workers, organizations, and the social work profession.
- identify the role biblical justice has in self-care and how to integrate the wealth of resilience inherent in Christian faith practices.
- Participants will be able to identify how to develop opportunities to experience vicarious resilience and compassion satisfaction based on faith foundations.

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

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

**Workshop Description:** This workshop explores the nature of distress and well-being as it manifests in social workers, social service organizations, and the social work profession. For individual social workers, evidence of the impact may take the form of compassion fatigue, vicarious trauma, and burnout that seem to exist along a continuum of progression resulting in leaving the field altogether. Social workers and organizations struggle under the weight of relational demands of the work and sustained exposure to the realities of suffering and injustice (Figley, 1995; Bercier, 2016; Newell, 2017, 2020). In social work organizations, high turnover, heavy caseloads, and downsizing create further pressures that predispose social workers to experience complicated distress and render organizations unsustainable and potentially ineffective in change efforts. Christian social workers are tasked with being good stewards of our talents, strengths, energy and labor. We are guided by the injunction to "love your neighbor as yourself" and yet may be challenged when understanding what this balanced dynamic may look like in our various practice settings. Additionally, the current framework of self-care is limited in its ability to address issues that may underlie social workers' well-being, including systemic factors, issues of justice, and human rights (Pyles, 2018; Bressi & Vaden, 2017). This workshop

seeks to expand the current framework of self-care to integrate the wealth of resilience inherent in our faith practices, and through a renewed understanding of collective care that the tenets of our Christian faith call us to. Viewing self-care and community care as both a sacred journey toward wholeness, and connected to biblical justice can support us in re-aligning our self-care and well-being to be at the forefront of our work. Using a foundation in our spiritual life, social workers can develop opportunities to increasingly experience vicarious resilience and compassion satisfaction to buffer distress. This workshop suggests concrete directions for social workers to recognize distress and opportunities for wellbeing in practice with individual and collective action steps across the micro, mezzo and macro levels of work to ensure their sustainability and that of the social work profession and flourish in the field alongside of their clients.

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**Presenter Bio (s):** Caroline Campbell is a Licensed Social Worker in PA. She is currently a Senior Lecturer of Social Worker at Eastern University in St. Davids, PA. She attended Millersville University (BA in Psychology-1998) and Temple University (MSW in 2003) and has been working in community based practice specializing in issues of domestic violence, trauma, and maternal and child home visiting programs. Caroline Campbell is currently a PhD in Social Work candidate at Widener University and her interests include collective trauma, community healing models, distress and wellbeing in social work, and nontraditional students in higher education.

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**Workshop Title:** HOPE; Spirituality, Religion and Suicide Risk

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

**Workshop Abstract:** Does the Church, as the body of Christ, have an ethical responsibility to be active in suicide prevention, mental health, well-being? How do our social work ethics inform our Call as persons of faith & spirituality?

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

- Answer how are my spiritual & social work ethics integrated as it relates to suicide prevention?
- Answer what is my role as a social worker and person of faith in the public health model of suicide prevention?
- Define your Call to cultural competence as a social work professional.

**Level of Presentation:** Advanced

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

**Workshop Description:** Does the body of Christ, the Church have a role in suicide prevention, mental health, wellbeing and if so what is it? As a person of faith & spirituality do we have an ethical and/or moral call to share the message of Hope in such a way as to impact those struggling with discouragement, overwhelm, isolation and fear. As social workers we are often on the front lines/first responders of the most vulnerable. Social work ethics call us to be culturally competent. Do we have a dual responsibility to be educated and competent in the public health model of suicide prevention and how does our faith call us to act? 1) Brief meditation 2) Church, Body of Christ, Call as it relates to cultural competence 3) Ethics of spirituality and religion in suicide prevention a. is religious and/or spirituality a risk or protective factor 4) Hope defined 5) Public health model of suicide prevention 6) Social work role with the vulnerable as reflected in Call 7) Discussion

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**Presenter Bio (s):** Ruth C Cassidy, LCSW, MDiv; US Navy Suicide Prevention Program Manager/Lead Analyst. Previously presented workshops for NACSW, NASW-TX, VA, US NAVY.

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**Workshop Title:** Spiritual Components within the Practice of Trauma-Informed Pedagogy

**Workshop Presenters:** Sandhya Celestin, MSW, LSW, LCDP, ICADC

**Workshop Abstract:** This workshop will examine the role that spiritual components of Buddhism align with the concept and practice of trauma-informed pedagogy. Deconstructing the role the student-teacher relationship plays on the trauma affected student's ability to be educationally successful. Exploring what a spiritual influence on education can look like.

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

- Gain awareness of current literature around the concept and practice of trauma-informed pedagogy and the spiritual intersections for student emotional management.
- Expand their current framework of the trauma-informed positive education model integrating the wealth of mindfulness and compassion inherent in the Christian faith.
- Develop comfortability with infusing the spiritual self with techniques that will enhance their teaching approach/style, channeling their faith as the foundation.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Within today's adaptable educational approaches, concerns surrounding the impact of trauma on children and its subsequent impact on a child's ability to be successful in the classroom are growing (Brunzell et al., 2016a). Unfortunately, past and present exposure to trauma for students can hinder their ability in the classroom (Carello & Butler, 2015). As mentioned previously, SAMHSA (2011) found that an alarming percentage of students present to the classroom with a history of experienced trauma. In an earlier study, Koss and Dinero (1989) found that these same students are at an increased risk of being retraumatized during their educational career, particularly during the college experience. Additionally, evidence suggests persistent disparities between White students and students of color in the ways in which classroom behaviors are interpreted and addressed (Smolkowski et al., 2016). In general, race and economic class which are themselves associated with higher incidence of trauma (Assari, 2020; Blitz et al, 2016) may make some students more vulnerable to adverse classroom experiences than others. The concept and practice of trauma-informed pedagogy aligns and interconnects with social work values as it encourages the profession to use education as a means and platform to create change. Trauma-informed care addresses factors that are imperative to the care and handling of a trauma-affected person, guaranteeing safety, making best use of both the person's choice and collaboration, establishing trustworthiness, and facilitating empowerment (Fallot & Harris, 2009). Culturally responsive pedagogy is one approach that, consistent with trauma-informed pedagogy, allows the educator to take into account the role of oppression in students'

lives. Culturally responsive teaching encourages educators to form intimate relationships with students in order to draw upon their strengths, the family, and community's strengths as well (Gay, 2014). Within this model of teaching, interventions are to, draw upon the "student's culture, ethnic heritage, and experiences of oppression as foundations for teaching and learning" (Blitz et al. 2016, p 521). Within this framework of culturally responsive pedagogy, religious and spiritual factors are essential. By engaging with the spiritual and meaning-making aspects of a student's life, a relational bridge can be created that acknowledges the holistic dimensions of life experiences for that student. Barnett et al. (2000), discusses how the sensitive relationship between religion and spirituality plays a pivotal role on the educator's approach with students. Naturally, some approaches within a trauma-informed concept have a traditional spiritual component to it. Barnett et al. (2000), discusses how the sensitive relationship between religion and spirituality plays a pivotal role on the educator's approach with the student as well. Utilizing culturally responsive pedagogy with intersecting spiritual traditions in the end

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**Presenter Bio (s):** As a proud graduate of Delaware State University's Masters of Social Work (MSW) Program, Ms. Sandhya E. Celestin is currently furthering her education as she pursues her doctorate at Widener University in the Social Work Program. As a psychotherapist, Ms. Celestin has dedicated her career to advocating for person's society would identify as oppressed, vulnerable, written off; or even the "forgotten", populations. Trauma-informed practices along with criminal reform and restorative justice have been a keen area of interest of hers as she works diligently on resolving issues from both micro

and macro levels associated with systemic racism and institutional oppression. Sandhya's professional interest surround reframing the exposure of trauma from a person-empathetic lens, to a strength's perspective while unraveling the pathological relationship between mistreated trauma and oppression.

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**Workshop Title:** Adjunct Instructors at a Christian University: Self care and Spirituality

**Workshop Presenters:** Jon Clark, DSW

**Workshop Abstract:** Adjunct instructors have become the norm for many universities, including schools of social work (Babera et al., 2017). Self-care, including spirituality, are areas to explore among adjunct instructors. This presentation will address adjunct instructors self care needs, including the results of a survey among 38 instructors in a specific program.

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

- Articulate Scriptural and academic support for self-care and spiritual development
- Identify key challenges faced and ways adjunct professors engage in self-care and spiritual development
- Identify specific ways to support adjunct professors in self-care and spiritual development

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

**Target Audience:** Educators, Students

**Workshop Description:** Key Topics: Spirituality, Self-Care, Adjunct Instructors  
Matthew 11:28-30 ESV "Come to me, all who labor and are heavy laden, and I will give you rest. Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light." Jesus promises in Scripture that he can give us rest. How might this apply to adjunct instructors? The presenter will be addressing the results of a study being done by the presenter with 38 social work adjunct instructors at a Christian University. This is an exploratory/open ended study where adjuncts are able to share what they do in the area of self-care and spiritual growth. Questions will include specific actions adjunct instructors take to engage in self-care, the spiritual support system they may have, and if they feel supported in the higher education setting they are employed at on a part-time basis. This part of the presentation will last approximately 30 minutes. The reason for choosing adjuncts to complete the questionnaires is because many adjuncts work full-time and then teach at night, extending an already busy schedule. However, at times they do not receive the training or support needed to sustain their teaching assignments (Packer, 2019) The



session will have two or three adjunct instructors who will be on a panel with the presenter, and they will speak after the presenter presents information and findings (the presenter will be the moderator). This will be for the last 30 minutes of the session. Participants will have the opportunity to share what they may engage in for self-care or spiritual growth, as well as ask the panelists questions.

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**Presenter Bio (s):** Jon Clark, DSW, is currently the program director and associate professor for the degree completion BSW program at Fresno Pacific University. The degree completion program began with 10 students in 2014 under Dr. Clark and is currently at over 300 students. Clark completed his DSW dissertation at Capella University on higher education and children in the foster care system (DSW received in 2017). Prior to coming to FPU, Clark had 15 years of experience working for the County of Los Angeles as a social worker. During his time at the County, Clark provided field instruction for second year MSW students in the Title IV-E program. While at the Department of Children and Family Services, he served as an Adjunct Instructor at Azusa Pacific University for 5 years. He has presented at state and national NACSW conferences on the topic of spirituality for students in the FPU social work program.

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**Workshop Title:** Providing for Future Generations: Engaging with CSWE

**Workshop Presenters:** Rebecca Coleman, DSW, MSW, LCSW David Sherwood Ph.D., MSW Lawrence Ressler

**Workshop Abstract:** This presentation encourages social work faculty and practitioners to consider involvement with the Council on Social Work Education (CSWE). In doing so, we advocate for the inclusion of faith-based curriculum and values in accredited social work programs. Discussion highlights opportunities to serve.

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

- Articulate how Christian social work educators, practitioners, administrators, and students may increase involvement in Council on Social Work Education
- Describe opportunities to become more active in CSWE activities

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:** Presentation Outline I. Introduction to CSWE (5 minutes) II. Opportunities to serve (40 minutes) III. Questions and answers (15 minutes) Relevance to Social Work Practice The Council on Social Work Education (CSWE) began to serve social work education in 1952. Today, the membership of CSWE comprises over 750 accredited BSW and MSW Programs (CSWE, 2019). Other members include social work educators, practitioners, and agencies. Together, the membership works to support social work education grounded in the advancement of social, economic, and environment justice. CSWE is the gatekeeper for nationally accredited social work program in the United States (CSWE, 2019). In addition, CSWE offers leadership and professional development initiatives, activities, and centers. This panel presentation encourages social work faculty, practitioners, administrators, and students to consider involvement with the Council on Social Work Education (CSWE). In doing so, we advocate for the inclusion of faith-based curriculum and values in accredited social work programs. This session highlights the opportunities to participate in CSWE activities, such as serving on commissions and councils, presenting at conferences, and serving as a site visitor.

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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, serves as co-chair of the Women's Council, and is a site visitor with CSWE. Her professional presentations have been at APM with CSWE, NASW-IN, NASW-FL, and IASWG.

David Sherwood, Ph.D. is a retired social work educator who helped develop and accredit BSW and MSW programs at Oral Roberts University, Gordon College, Roberts Wesleyan, and Baylor University. He served two terms as a Commissioner on the Council on Social Work Education and as a program consultant and site visitor. He served for many years as Editor-in-Chief of NASW's journal Social Work & Christianity. He is the author of The Challenge of Doing the Right Thing: Real Values, Limited Understanding, and Character-Driven Judgments. He is a past president and board member of NACSW.

Dr. Lawrence Ressler is Professor of Social Work at Cairn University. He is a trained mediator with a passion for being a peace-maker. He is a past board member and president of NACSW.

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**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.

**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:** Intermediate, Advanced

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

**Workshop Description:** Presentation Outline I. The current discourse (lecture - 5 minutes) II. Ethical and spiritual responsibilities (lecture - 5 minutes) III. Mutual aid processes for civil conversations (experiential activity " 20 minutes) IV. 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 phenomenon 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 is a site visitor with CSWE. Her professional presentations have been at APM with CSWE, NASW- IN, NASW-FL, and IASWG.

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**Workshop Title:** The Assignment: Teaching Competencies, Scripture, and Service Learning

**Workshop Presenters:** Cynthia Colyer, MSW, CSW

**Workshop Abstract:** This workshop will demonstrate how to develop faith based assignments that highlight CSWE core competencies using the Bible and service learning. The presenter will share how the intentional use of core competencies, scripture, and service learning within an online assignment can produce a life changing experience.

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

- Describe how the intentional use of competencies, service learning, and scripture can produce a life changing experience.
- Develop faith based key assignments that highlight CSWE core competencies.
- Articulate several faith-based assignments designed to help increase faith and spirituality in students.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Outline: The connection between social work, competencies, and scripture 8 min. Review and handout of faith based assignments 18 min. Review and handout of grading rubric 2 min. Hear about growth in faith/spirituality: Student comments and evaluation outcomes 13 min. Integrating service learning into the assignment; even when the student cannot travel. 13 min. Questions: 6 min. Presentation: As social workers, we spend much of our time developing relationships, solving problems, working from a strengths perspective, and are constantly recognizing strengths and weaknesses, but we do not always stop to realize this is what Christ also did while on earth. Social work students are often surprised to find many examples of social work in the bible along with examples of the social work competencies. In this presentation, a review of faith-based assignments, which show the connection between social work values, competencies, and biblical scripture are presented. Racovita-Szilagy and Diaconu (2016) show an overview of how social work values and competencies clearly align with timeless biblical principles. In this presentation, participants will hear how faith based assignments can increase the students faith and spirituality and how students say it has changed them forever. Service learning is a critical component of the educational experience of students pursuing their social work degree. The trips can play such an important role in student's growth. In this presentation, participants will hear how to integrate service-learning trips into an assignment; even when the student cannot travel. Service learning enhances educational value through the promotion of student reflection, critical thinking, and problem solving (Lemieux & Allen, 2007). This presentation will highlight how faith based assignments can effectively be utilized in the teaching of competencies. According to 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).

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Zepke, N., and Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active Learning in Higher Education*, 11 (3), 167-177.

**Presenter Bio (s):** Cynthia Colyer, MSW, CSW is an Assistant Professor at the Carver School of Social Work. In this position, Cynthia is the BSW Director of Field Education, teaches Field Seminar classes and Faith Based Social Work courses. Mrs. Colyer earned a Masters of Social Work from the University of Kentucky in 2004. She began her career working in Kentucky's Child Protective Services for nearly 20 years. She served in front line casework, supervising social work students, and ten years in administration as a clinical associate and administrator associate.

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**Workshop Title:** All Aboard: Exploring International Travel and HBCU Graduate Students

**Workshop Presenters:** Nicole Darden, MSW Shana Edwards LICSW

**Workshop Abstract:** The benefits of international travel positively impact one's development. However, there is limited literature on how these experiences impact personal religiosity and spirituality, perspectives of social work practice, and professional identity for HBCU graduate students. This presentation will utilize stories and pictures to consider this issue.

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

- Overview past research related to the impact of international travel
- Consider how one's spirituality, religiosity, perspectives of social work practice and professional identity may be impacted as a result of international travel
- Articulate the benefits of international travel amongst HBCU graduate students

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** I. Outline 1. Introduction of Presenters (2 minutes) 2. Review of Learning Objectives (1 minute) 3. Review of Relevant Concepts (2 minutes) a. HBCU Graduate Student b. International Travel c. Faith d. Social Work Practice e. Professional Identity 4. Review of the Biblical and Professional Social Work Literature (5 minutes) 5. Exploration of Experience (20 minutes) a. Pictures b. Stories 6. Impact of Experiences (15 minutes) a. Faith b. Social Work Practice c. Professional Identity 7. Discussion- Q&A (10 minutes) 8. Closing (5 minutes) II. Within the context of history, many HBCUs evolved from and/or remain connected to Black churches and religious denominations, and continue to infuse Judeo-Christian religious and spiritual values like the social work values of service and social justice as key elements of their university's mission statement and action-orientation. As such, the universities connect faith, religiosity, and spirituality with their altruistic and humanitarian efforts as ways to operationalize the values of service and social justice. Although curriculum-affiliated international projects are one way to manifest the values of service and social justice for all universities, few HBCUs are able to afford their students with opportunities to travel internationally. Those students who are able to travel have discussed the impact of the experience, but little is known about the impact on religion and spiritual components for these students, especially within segmented groups like graduate social work students. This presentation seeks to close the loops that remain by discussing how international travel experiences to Africa impact personal religiosity and spirituality, social work



practice and professional identity for HBCU graduate students. III. Recent literature discusses the impact of international travel on communication techniques, professional identity for nurses, counseling competency, multicultural counseling techniques and values development for social work students. However, more exploration for HBCU graduate students should consider the impact of international service-orientated travel on their concepts of religiosity and spirituality, their perspectives of social work practice and their own professional development. There are a number of Biblical characters (ie. Naomi, Ruth, Jonah, etc.) whose international travels impacted them on multiple levels. These Bible characters' experiences with God, perspectives of people, their personal and vocational purposes were explored as a result of their international travel and provide a Biblical relevance for the proposed exploration. IV. Evidence is provided that international travel expands and enhances cultural competence (Kim, 2015). This presentation directly connects international travel, cultural competence and the social work values of service and social justice through the method of capturing evidence via shared experiences of HBCU graduate students.

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**Presenter Bio (s):** Nicole Darden, MSW, was born and raised in San Diego, CA. She received her BSW from Coppin State University and her MSW from Howard University. In her current role, she serves as a Youth Engagement Specialist for Sasha Bruce

Youthwork in Washington, DC. She is responsible for monitoring the safety and conduct of house residents and providing clinical crisis intervention as needed.

Shana M. Edwards, MSW, LICSW, is a graduate from Howard University where she obtained her Master of Social Work degree in 2017. In her current role, she serves as an Investigative Social Worker for the DC Child and Family Service Agency. Currently, she is licensed as an independent clinical social worker. She has been investigating allegations of abuse and neglect while providing services to families in the District of Columbia for close to three years.

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**Workshop Title:** First Generation Social Work Students - The Power of Mentoring

**Workshop Presenters:** Shelly-Ann Dewsbury, MSW

**Workshop Abstract:** The use of mentoring with first generation students has shown to improve the likelihood that students will successfully complete their college program. An increased understanding is needed to engage mentors who may not be connected to the university community to mentor and support student's professional development and degree completion.

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

- 1. Identify areas for building social capital and professional development for first generation social work students, Achieving Equal Opportunity and Justice
- 2. Describe chances for social workers to collaborate with universities/colleges and local churches to create/provide mentoring.
- 3. Analyze ways to provide long term informal and formal mentoring to first generation social work students.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:** The First Generation mentoring workshop will enhance the growth of social workers by providing opportunities for social workers to mentor students new to the profession as well as navigating Higher Education. This workshop, as part of the Faith and Justice track, will demonstrate how Social Workers committed to encouraging and engaging with diverse populations can be a part of the support system for First Generation students. Topics will include: discussion of trends in Higher Education for First Generation Students (10 minutes); mentoring and mentoring programs in higher education (10 minutes); presentation of professionalism rubric and integration with mentoring outcomes and possible program formats for connecting with universities, agencies and local churches (20 minutes); Discuss possible strengths and challenges to

the suggested program and possible next steps. (10 minutes); and final question and answer section (10 minutes) Throughout the session, the presenter will integrate faith based concepts and language to show the connection between purposeful mentoring and opportunity for critical reflection and strong professional development. Schwartz et al (2017) states, "Social capital plays a key role in college and career success, and research indicates that a dearth of on-campus connections contributes to challenges first generation college students face in effectively navigating the college environment." Attending and successfully completing college, increases opportunities for first generation students to access higher paying jobs and increase socioeconomic status. First generation students are more likely to drop out and not complete their program. Fruht and Chan (2018) propose that naturally occurring mentorship relationships are likely to increase the student's chance of success. In Hebrews 13:16, (NIV) we are encouraged "And do not forget to do good to and to share with others, for with such sacrifices God is pleased." How can you share what you learned in your education journey that can enhance the experience of First Generation students through mentoring? By applying this principle, we have the opportunity to put into practice the intersectionality of our faith and profession in a tangible manner through mentoring.

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**Presenter Bio (s):** Shelly-Ann Dewsbury, MSW, is a social work educator committed to teaching and mentoring the next generation of social workers to be culturally humble in their practice approach. She is an Assistant Professor at Azusa Pacific University having earned her Masters in 2010 from Boston College and is currently pursuing her Doctorate at Kutztown University. With 5 years in social work education, she is experienced at developing and managing courses. She has presented at CSWE and other local agencies. Dewsbury designs and presents various trainings and workshops that cover many areas of cultural humility and awareness and macro social work practice. Her training as a macro-practice social worker enables her to be a "big picture" thinker and come up with creative solutions to address programmatic challenges and develop strategic plans.

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**Workshop Title:** Coming Out Made Our Family Better: Christian Family Dynamics Post Coming Out

**Workshop Presenters:** Rene` Drumm, PhD, MSW David Sedlacek PhD, MSSA Curtis VanderWaal Shannon M. Trecartin, MSW, PhD

**Workshop Abstract:** This workshop explores changes in family dynamics among Seventh-day Adventist parents of millennial-age LGBTQ+ children who came out within the past 10 years. Using data from a mixed-methods study, this workshop offers vital information to Christian social workers on how to best support Christian parents during this time of crisis.

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

- 1. Describe how a child's coming out impacts family dynamics among Conservative Christian (Seventh-day Adventist) families.
- 2. Describe how a child's coming out can affect parent and sibling relationships.
- 3. Identify how Christian social workers can be more effective in helping Christian families navigate the changes in family dynamics when a child comes out.

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

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

**Workshop Description:** Presentation Background Objectives (5 minutes) For many LGBTQ+ individuals, coming out can be difficult and painful. In one study, researchers found that more than half of the study participants perceived that coming out strained their relationships with their parents (Feinstein, 2017). While research literature concerning social work practice with LGBTQ+ youth abound (Morrow, 2004), little has been written specifically for Christian social workers to understand the experiences and needs of parents of LGBTQ+ youth coming out in conservative Christian homes (McCormick & Baldrige, 2019).

**Faith, Religion & Coming Out** When an LGBTQ+ child of Christian parents comes out, it can create a family crisis due to the family's religious beliefs about sexual orientation. Research literature notes that parents of LGBTQ+ children often experience strong conflicts between their religious beliefs and their child's orientation or identity (McCormick & Baldrige, 2019). This workshop will add to the knowledge base about how a child's coming out impacts family dynamics and how Christian social workers might ethically intervene in this time of disequilibrium. The objectives explore: 1. How does a child's coming out impact family relationships in Conservative Christian homes? 2. What types of changes do parents note in how their family functions post coming out? 3. How does a child's coming out affect the parents' relationship? 4. How can Christian social workers effectively help parents as they face challenges related their child's coming out? Methods (5 minutes) This study used a mixed-methods approach to generate the findings for this workshop. Researchers conducted 21 in-depth interviews with SDA parents of millennial LGBTQ+ individuals about their child's coming out experiences. From the findings of the qualitative inquiry and a review of current literature, we initiated an online survey yielding 118 completed surveys. Findings (20 minutes) Survey respondents noted little change in family functioning after their child came out. More than half of the items showed improved family functioning after coming out. Only three areas showed more than a 6% erosion including:(1) planning family activities, (2) increased avoidance in discussing fears and concerns among family members, and (3) how many felt they did not get along as well after coming out. Findings will be contrasted with those in the SDA LGBTQ+ Millennials study, where these respondents recalled more conflicts with their families when they came out. Conclusions (15 minutes)

Although research participants noted few changes regarding family dynamics pre-and post-coming out, these findings help pinpoint where families may expect changes and challenges. The findings highlight areas where parents reported positive changes in family relationships. We conclude with practical suggestions for how Christian social workers can help parents with challenges in family dynamics following their child's coming out.

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**Presenter Bio (s):** Rene` Drumm is a professor of Social Work at the University of Southern Mississippi. Dr. Drumm has served in higher education for over 25 years. Dr. Drumm 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. Dr. Drumm's research focus centers on the intersection of religion and social issues such as intimate partner violence in faith communities and sexual orientation among conservative Christians. Rene` enjoys walking, sun and sand, and anything related to chocolate.

David Sedlacek, MSSA, Ph.D., is Professor of Family Ministry and Discipleship at the Seventh-day Adventist Theological Seminary at Andrews University. 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, and administrator. He has worked extensively in the areas of addiction, abuse, relationships, marriage and family. He has been the Co-Principal Investigator of studies of both SDA LGBTQ+ millennials and the parents of

SDA LGBTQ+ children. He co-facilitates a care group for LGBTQ+ students on the campus of Andrews University. Together with his wife, Beverly, he has written a book entitled *Cleansing the Sanctuary of the Heart: Tools for Emotional Healing*.

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 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.

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**Workshop Title:** Faith-Based Camp Program Outcomes for Children of Incarcerated Parents

**Workshop Presenters:** Raquel Ellis, MSW, PhD Krystal Hays MSW, PhD Jeff Hamilton Lemesis Reyes, MSW

**Workshop Abstract:** The presenters will describe a study of the perceived impact of a faith-based camp program on spiritual outcomes of campers. Survey data from 167 children and youth suggest that the program enhanced participants' spiritual identity and use of spiritual activities known to support healthy development. Practice implications will be discussed.

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

- Understand the impact of parental incarceration on children and the benefits of spirituality on child well-being for at risk populations
- Learn about the benefits of faith-based camp programs and the impact of faith-based camp programs on spiritual well-being
- Identify ways that the study findings can inform social work practice

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** There are an estimated five million children, ages birth through 17, in the United States who have one or more parents incarcerated (Kaeble & Cowhig, 2018). A growing body of literature indicates the negative implications of parental incarceration on a child's wellbeing (Hairston, 2007; Martin, 2017; Murphey & Cooper, 2015). According to Turney (2018), children with incarcerated parents experience five times as many adverse childhood experiences (ACEs) compared to their counterparts, which puts them at disproportionate risk of chronic illness and early death. Thus, children of incarcerated parents are a vulnerable population in need of supportive programs to mitigate these potential outcomes. One type of supportive program that serves this population is faith-based camp programs, which are purposed to enhance the social-emotional, developmental, and spiritual wellbeing of children and adolescents. It is important for social workers to consider faith-based programs as a resource for children of incarcerated parents because of the known benefits of spirituality on improved wellbeing. Spirituality is attributed to reduced mental health issues such as depression and suicide (Barton & Miller, 2015; Cotton et al., 2006) and anxiety (Steiner et al., 2017). Further, there is a wealth of literature that specifically highlights the relationship between a strong spiritual identity and lower risk of engaging in violent acts, substance abuse, and unsafe sexual activity (Cotton et al., 2006). Essentially, spiritual identity and practices has a protective effect on child symptomatology among at-risk children (Kim, 2008). There is minimal literature on the impact of faith-based camp programs on children of incarcerated parents. The purpose of the presentation is to describe a research study that examined the perceived impact of a faith-based camp program on the spiritual identity and practices of camp participants. Camp Agape California (CAC) is a 4-day, outdoor, faith-based camp program specifically for children of incarcerated parents ages 7-17. Findings from survey data from 167 children and youth who took part in CAC programs suggest that CAC enhanced participants' spiritual identity and use of spiritual activities known to support healthy development. Presenters will: - Expound on the social work literature on this topic (10 minutes) -Provide an overview of the purpose and activities of Camp Agape (10 minutes) -Discuss the study sample, methodology and analyses (10 minutes) -Explain the study findings and implications for social work practice and future research on the topic (15 minutes) -Engage in a discussion with the audience about the study and its implications (15 minutes)

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Turney, K. (2018). Adverse childhood experiences among children of incarcerated parents. *Children and Youth Services Review*, 89, 218-225.

**Presenter Bio (s):** Dr. Raquel Ellis is an Assistant Professor of Social Work for the MSW and DSW programs at California Baptist University. She earned an MSW from California State University Long Beach and a PhD in Social Work from the University of Illinois at Chicago. She has several years of practice experience with vulnerable children and families. Her research interests include child abuse prevention, adoption, family support and preservation, out-of-home care, child welfare casework practice, and child welfare systems change. Dr. Ellis is a program evaluation expert with 15 years of research and program evaluation experience. She has directed several federally-funded impact evaluations of child welfare practice interventions. She has extensive experience presenting at national conferences and publishing in scholarly journals.

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.

Reverend Jeff Hamilton currently serves as Lead Pastor of Hills Church in Laguna Niguel, CA. He is a dynamic communicator, and a sought-after speaker for training events and leadership development seminars. He carries a B.A. in Biblical Studies ('90) and a Masters of Arts in Strategic Leadership ('16) from Life Pacific University. In

addition to his local church ministry, Revered Hamilton is the founder of Dad Academy, a member of the Board of Directors for American Family Living Ministries, serves on the Executive Team for Camp Agape California, and is a high school boys varsity basketball and baseball coach for the CIF championship teams of Capistrano Valley Christian School.

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**Workshop Title:** Moral Injury: What It Is and How Treated

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

**Workshop Abstract:** Moral Injury (MI) has been with mankind since the beginning. More recently, MI has been seen as a factor in veteran suicide, and today as a contributing cause of burnout in numerous professions including first responders, social workers, pastors, physicians, etc. This workshop defines MI or soul injury and suggests methods for it's treatment.

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

- Understand moral injury: its definition and application to the military and other professions.
- Discuss the application of moral injury to social work and other people serving professions.
- Examine resources to further understand moral injury.

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

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

**Workshop Description:** The workshop begins with a definition and discussion of moral injury: something you have done or shouldn't have done, something done to you by another that shouldn't have been done. In this discussion is a brief examination of MI as found in the Bible (i.e.) King David having his general killed in order to obtain his wife Bathsheba, Judas' dying by suicide after his betrayal of Jesus, and other Old and New Testament characters. More recently, MI is seen as a problem contributing to the high suicide rate among military personnel. Chaplains, journalists, and other professionals differ slightly in their specific definitions, but identify some common elements: things you have done or left undone, or things you have witnessed which have produced sorrow, anger, regret, shame, guilt, and grief (Wood). Larson and Zust define MI as the complex "soul" wound resulting from a person's inability to resolve the difference between one's idealized values and perceived experiences, which produces a chain of emotions and maladaptive behaviors that corrode character and damage an individual's capacity for living. Additionally, these two authors suggest, that among soldiers, we often require them to "protect mortality by engaging immorality." Additionally discussed is the

differentiation of MI from PTSD, with the former based on one's values/deeply held beliefs and the latter from fear or trauma. It is important to see the differentiation, and to identify that both maladies can also occur simultaneously or together. Professionals treating PTSD must listen to the language of MI to discern if the latter exists as well. Treatment approaches differ between the two, with cognitive processing, exposure therapy, WET and EMDR used for PTSD; and adaptive disclosure, group processes secular and spiritual, used to treat MI with particular importance given to forgiveness. The workshop will also focus on professionals (pastors, doctors, nurses, social workers, child welfare workers, first responders, police, etc.) experiencing MI. Nurses give MI the name "moral distress." Actually, persons in all professions can experience MI, learn to recognize its presence, and seek ways to address it. The workshop will make application of MI and treatment to social workers. Workshop participants will examine several of the tools available to both assess and treat those with MI.

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Dwane Larson and Jeff Züst, Care for the Sorrowing Soul Larry Graham, Moral Injury: Restoring Wounded Souls

Brett Lutz, Leslie Lebowitz, Matt Gray, and Wm Nash: Adaptive Disclosure: A New Treatment for Military Trauma, Loss, and Moral Injury

Alan Wolfelt, Reframing PTSD as Traumatic Grief

<https://fixmoralinjury.org> (For Doctors and Medical Professionals)

<https://moralinjuryproject.syr.edu/about-moral-injury/> (Syracuse University moral injury project)

<https://www.webmd.com/coronavirus-in-context/video/Rita-nakashima-brock>  
(Explaining MI for those treating coronavirus)

<https://www.voa.org/rest> (An online MI confidential support group)

**Presenter Bio (s):** Lanny Endicott is currently Professor Emeritus at Oral Roberts University, after 44 years at the university teaching social work and directing the program for most of that time. He continues involvement in education at the university as guest lecturer and recently adjunct professor in the School of Theology teaching courses in the D.Min. program on Moral Injury. Dr. Endicott is active in the community working with veterans, neighborhoods, mental health, and other community opportunities.

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**Workshop Title:** Social Capital and Social Justice: Faith-based Affordable Housing Survey

**Workshop Presenters:** Catherine Fisher, MSW, LCSW

**Workshop Abstract:** Congregations and their affiliated faith-based community development corporations have sought to address issues of poverty, racial discrimination, and homelessness by developing affordable housing units on church under-utilized land or adjacent property. Results of a survey of congregations and their affiliated non-profit development corporations a

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

- Learn the historical context of housing injustice in the U.S. and why housing and land justice matters from a biblical perspective and social work ethical framework
- Learn about the different types of congregation, investor and developer partnership models, their advantages and disadvantages, and types of units produced.
- Identify strategies congregations use to overcome opposition from residents and zoning barriers, and enhance social engagement and resident support services

**Level of Presentation:** Intermediate

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

**Workshop Description:** Currently the United States faces a homelessness and affordable housing crisis. This social problem has been entrenched and persistent for the last two decades but was further exacerbated by the 2008 financial crisis and current COVID pandemic (Grant, et. al., 2013; King, 2018, Rohu, 2017). It is estimated that one in four Americans spent more than half their incomes on housing (Harvard JCHS, 2020). Families with children make up 30% of the U.S. homeless population, and 1,507,904 school children experience homelessness (NAHE, 2020). Homelessness and housing insecurity disproportionately affects women and children, African American and Latino households (Borne, 2012; Fusaro, Levy & Shaefer, 2018, and Phinney, et al., 2007). The United States history of racial discrimination and segregation continue to impact housing development laws and local practices (Rothwell and Massey, 2009; Tighe, 2012 and Zasloff, 2017). Federal disinvestment has led to a decades long decline in the production of affordable housing stock. Urban poor neighborhoods are the most affected by rising rents and housing costs. In deteriorating inner city neighborhoods religious congregations have remained when other institutions have left and are important resources of social capital (Wuthnow, 2004). A small but significant number of congregations and their affiliated faith-based community development corporations have sought to address issues of poverty and homelessness by developing affordable housing units on church under-utilized land or purchased adjacent land (Born et al., 2021; Lowe, Shipp & Sigmund, 2014, Sanders, 2014; Vidal, 2001, and Smith, 2004). This phenomenon was reported in the academic literature in the 1990s but there has been a significant gap in academic

research studies. The importance and relevance of congregations and FBOs involvement in community development and housing justice can be framed from both biblical theology and social work ethics. Theology of land in Christian tradition is founded on biblical principles regarding stewardship of the land, land rights of the poor, jubilee economic redistribution, and prohibitions against dispossession, usury and exploitation (Brueggemann, 1987, Clark, 2012; Bradford 2006). From a social work values and ethics housing justice and economic justice for marginalized groups is a moral imperative and tied to human rights for dignity and equality (Goldberg, 2012; Thurber, et al., 2021). This presentation will share results of phone surveys with leaders of congregations and their affiliated non-profit development corporations across eight U.S. cities. Findings will include nature of faith-partnerships and land use agreements formed with investors and city government, unit types, and support services and civic engagement that resulted for low-income and marginalized neighborhoods.

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**Presenter Bio (s):** Catherine C. Fisher is a PhD doctoral student in Social Welfare and Research at Loma Linda University, Department of Social Work and Ecology and is employed as a therapist at Tri-City Medical Center. She is a licensed clinical social worker and has worked in clinical practice settings including foster care, residential treatment, shelter and medical settings for over 20 years. She was founder and executive director for Reach Our Community Kids, a nonprofit after-school program. From 2009-2016 she was a clinical faculty member with the Azusa Pacific University Graduate Social Work Department where she taught courses in macro practice, field seminar and developed student internship sites. As a grant writer she has secured over 300K in grant awards for community non-profits and presented her research at social work national conferences including CSWE APM and NACSW.

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**Workshop Title:** Secure and Trusted Partners? Government and Nonprofit Organizations

**Workshop Presenters:** Abby Foreman, PhD, MSW

**Workshop Abstract:** Contract-for-services is one of the primary funding sources for nonprofit organizations. The presenter shares results from a study done exploring relationship perceptions of nonprofit providers. Assumptions about humans in work relationships will be explored and recommendations given for how to structure collaborative working relationships.

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

- Understand relational aspects of collaborative working relationships
- Identify two key types of trust
- Critique assumptions about humans in relationships in management theories

**Level of Presentation:** Intermediate

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

**Workshop Description:** The presenter will share results from a study exploring nonprofit service providers' perceptions of contract-for-services relationships. Two key management theories will be utilized to frame this exploration, stewardship (Davis, Schoorman & Donaldson) and principal-agent theory. As a part of the workshop, we will consider the assumptions of human nature that are presented in the theories and compare to our views of humans from a holistic Christian perspective. In all human relationships, trust is a central component to relationship-building as is a sense of relational security. Two types of trust will be presented--general trust and strategic trust. General trust can be considered as someone's trust orientation or trust propensity towards the world generally. Strategic trust is trust built on things like time, reputation and history (Uslaner, 2002). Contracting relationships are inherently insecure and yet behaviors suggest that individuals continue to seek relational security throughout. Key concepts such as goal alignment, empowerment, goal incongruence and incentives and sanctions will be discussed as a way to understand the interactions and relational perceptions of individuals within collaborative working relationships in organizations. From the findings, key recommendations will be presented that will be beneficial for individuals working in collaborative relationships as well as managers and supervisors managing such relationships. Workshop participants will be given an opportunity to share and reflect on their own collaborative working relationships as well.

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**Presenter Bio (s):** Abby Foreman is a Professor of Social Work at Dordt University in Sioux Center, IA where she teaches in the BSW and MSW 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. For the last ten years, Abby has also held administrative positions in addition to teaching in the Social Work program. She has presented before at NACSW and presents at other conferences of social work and public administration. Prior to teaching, Abby worked as an organizer for Bread for the World and also as a service coordinator in a subsidized housing program for seniors.



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**Workshop Title:** Building Dashboards for Community Flourishing: A Guide to Using GIS and Power BI with Survey and Secondary Data

**Workshop Presenters:** Wesley Furlong, MSW, PhD Student

**Workshop Abstract:** How can social workers access, map, and apply important community-level data in their work? And how can these data connect with internal administrative data? In this session, we will introduce easily accessible methods for conducting applied spatial analysis in community-level social work.

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

- Gain a vision for how to incorporate spatial analysis into evidence-based practices.
- Understand the most relevant data sources and tools to conduct local spatial analysis and link it with internal administrative data.
- Receive a resource directory, data source cheatsheets, and a learning path for applying GIS technology in under 5 hours.

**Level of Presentation:** Basic

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

**Workshop Description:** A Guide to Spatial Analysis and Community Data for Social Workers

1) Begin with example of work from Philadelphia in the Mantua community:

<http://cityofrefuge.maps.arcgis.com/apps/View/index.html?appid=b207a9de84f847d992e88e990e56c8a0> (10 minutes)

2) Spatial analysis in the context of evidence-based practice (asset/needs assessments, outcome measurements, internal program evaluation) Salvation Army example, including the linking of admin. data with community-level secondary data. (20 minutes)

3) Identifying relevant data sources (share resource directory and cheatsheets by sector and topic). Foster Care initiative as primary example:

<https://cityofrefuge.maps.arcgis.com/apps/Cascade/index.html?appid=2c45828f50764efba6b8953cceb6d167> (10 minutes)

4) Demonstrate how spatial analysis can be applied in a local community org. setting (use an attendee's community context for example). Introduce community analyst, arcgis online, and storymap as potential platforms with easy points of entry. (20 minutes)

5) Q&A (remaining time) Faith/Religion component: The session will introduce how churches and faith-based organizations have used spatial analysis and GIS platforms to better understand their communities, educate, and recruit volunteers. Social Work literature: One of the grand challenges in Social Work is to harness technology for good. This session will help chart a path through the enormous amount of data and SaaS options for social workers looking to use spatial analysis more effectively in their work.

**Bibliography:** Using Asset Mapping to Engage Youth in Community-Based Participatory Research: The WE Project (Progress in Community Health Partnerships, Summer 2018, v.12);

Applying geo-spatial analysis in community needs assessment: Implications for planning and prioritizing based on data (Evaluation and Program Planning, October 2016, v.58);

Physical Environment And Violence Perpetration Among Male Youth In Pittsburgh: A Spatial Analysis (Journal of Adolescent Health, 2019, v. 64);

Spatial patterns of urban sex trafficking (Journal of Criminal Justice, 9/2018, v.58);

Greenspace and Crime: An Analysis of Greenspace Types, Neighboring Composition, and the Temporal Dimensions of Crime (Journal of Research in Crime and Delinquency, 5/2017, v. 54);

Books (cited in seminar): Palaces for the People (Eric Klineberg); Let There be Water (Seth Siegel)

Projects (cited in seminar): Mural Project in Philadelphia; PA Sex Trafficking Prevention Initiative (with US Dept. of Justice)

**Presenter Bio (s):** 1. Wesley Furlong 2. Founder and Director of City Flourish 3. MA (Theological Studies, Nazarene Theological Seminary); MSW (Temple University); PhD Student in Social Work (Baylor University) 5. & 6.: CV

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**Workshop Title:** A Congregational Case Study: Marginalized Yet Mobilized

**Workshop Presenters:** Janet Furness, Ed.D., LMSW

**Workshop Abstract:** A native tribe of worshipers surprised a visiting social worker with its solidarity and community-based solutions aimed to thwart historic toxicity. Environmental factors included difficult interpersonal relations and nearby waste dumping. This compelling case study unpacks one leader's vulnerability and the unfolding capacity development at church

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

- Distinguish diverse environmental factors that may encourage unity where division, disharmony, and alienation hold sway.
- Recognize the power of congregations to influence social justice when committed to the hard work of research and community education efforts.
- Integrate into regular worship the activities of organizing and encouraging biblically-based change strategies that support marginalized people.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** "I was the audience for this phenomenon." With these words, the presenter begins to describe a Sunday morning event at church where an indigenous tribe, people living with the deeply ingrained and irreversible environmental effects of toxic waste dumping decades ago, wear resignation as a Sunday outfit. Impoverishment, isolation, health and education disparities, and inter-familial rivalries plague members of this discarded group. Worship brings them together with nursing faculty from a local state college, social workers from community agencies, a young fundraiser, a community educator intent on leading grief support groups, a researcher who is a liaison between the hospital medical school and the native community, and their positive, energetic, realistic, social justice-oriented clergy. Their usual worship includes announcements about data collection and advocacy for victims. Water testing, blood samples, body scans, and other diagnostic assessments mobilize the diverse concerns of the community to discover what caused the cancers and tumors that kill their loved ones. Prevention is their campaign. Cover-up has cost lives. Clean-up is costly. This toxicity could yet impact the drinking water of 35,000,000 people in the metropolitan region, and it has already tarnished interpersonal relationships indelibly. Experience in community organizing and congregational social work helped the presenter envision the potential that flourished that winter Sunday. Eager solidarity showcased the best of brain-storming, nascent empowerment on display, vulnerability transformed into creativity and initiative. Although somewhat scarred by tragedy and isolation, ideas flowed as fresh air during "Half-time", inviting the diverse membership to solve a problem together: How can the Chair of Community Outreach create wellness classes that comply with the funder's expectations and still serve the community effectively? The clothes of resignation and victimization transformed into mobilization. Capacity development became a key strategy as the congregation displayed energy to expand its mission beyond previous efforts of service.

Timing: 5 minutes - Scripture setting, Amos 5, and purposeful integration of Walter Wink material.

10 minutes - Introduce the congregation, clergy, and history of the parish

10 minutes - The case event for "Marginalized, Yet Mobilized"

10 minutes - Using clips from an HBO series, I will summarize the history of the plant disaster and efforts to ameliorate the effects including visits from state and federal level environmental attorneys and activists.

15 minutes - Make connections with social work theory and practice

10 minutes - Questions and discussion

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**Presenter Bio (s):** Janet E. Furness, currently Professor of Social Work at Nyack College, earned her MSW from Rutgers University in administration, policy, and planning and her Ed.D. from the University of Rochester where she studied the development of social work education in evangelical institutions in mid-20th century. Practice experience covers child welfare in faith-based agencies, children's mental health advocacy with Mental Health America, and congregational social work. She launched a statewide advocacy network for parents whose children struggle with mental illness. Through her work with congregations, she has organized support groups, trained leaders, spearheaded a Neighborhood Initiative uniting parishioners in four counties for service

and action, and participated in her church's adoption of a Syrian family of 7. NACSW conferences are favorite places for her attendance and presentations.

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**Workshop Title:** Adventist Politics, Social Issues and Lessons From A Voter Campaign

**Workshop Presenters:** John Gavin, MSW

**Workshop Abstract:** This workshop presents the findings from several major demographic studies and survey research about Adventist political participation and positions on social issues, with lessons learned from Adventists Vote " a 2020 voter engagement campaign and implications and application for Christian Social Workers and denominational practice.

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

- Understand the history of Adventist Political and Social Activity
- Understand the Political and Social Behavior of Adventists " A Small Evangelical Denomination
- Apply lessons learned from Adventists Vote " A National Voter Engagement Campaign to their own social and political advocacy work

**Level of Presentation:** Intermediate

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

**Workshop Description:** Title: Political Behavior, Social Issues, and a Voter Engagement " Research Findings and Lessons from a 2020 Campaign within a Small Evangelical Denomination

Description: The Adventist church is a relatively small evangelical denomination with its beginning in the Midwest and Northeastern United States in the mid to late 1850's, and growing to a worldwide movement of 20 million, with 1.3 million members in North America. Heavily influenced by religious fundamentalism in the early 1900s; its most significant social welfare programs peaked in its earlier history and exhibits only limited political engagement beyond the American temperance movement. Major demographic studies and survey research about Adventists politics and social issues have been conducted over the past 28 years. Recently a comprehensive review of all studies has been conducted revealing a complex profile of the Adventist political and social persona and indicating the consistent presence of a small minority of socially and politically active. Meanwhile, a body of Biblical and theological literature by Adventist historians, theologians, pastors and ministry practitioners are providing new insights that challenge traditional views of social and political engagement and ministry relevance. Based on significant social research and Biblical insights, and inspired by Adventist for Social

Justice a grass roots organization " a national voter engagement campaign was launched in November 2019. Called "Adventists Vote!" this campaign seeks to organize Adventists to register and vote in the 2020 election. This campaign is informed by social work values and traditions of advocacy. The campaign will augment the significant work of many Christians and their denominations in Christian activism. In 2021 the campaign will shift its focus to foster engagement in local and state elections where many policies are created and adapted to meet the social welfare needs of constituents. This workshop will provide a brief history of Adventist social engagement, summarize the research on Adventists politics and social issues, and share lessons learned from the Adventists Vote voter engagement campaign.

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**Presenter Bio (s):** John Gavin is the Chair of the BSW Program at Washington Adventist University in Takoma Park, Maryland and Director for the Center for Metropolitan Ministry " a resource organization for churches, pastors, and church leaders. He is an experienced social work practitioner in program administration and community organizing. He and his research colleagues have considerable experience in social research and the application of the knowledge values and skills of social work in communities across North America.

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**Workshop Title:** Building Positive Multi-Cultural Identity: A Longitudinal Case Study

**Workshop Presenters:** Justen Gross, MSW, LCSW David Skiff PhD,.LMSW. MDiv.

**Workshop Abstract:** This exploratory longitudinal qualitative case study examines the identity development of two multicultural students across the last 10 years. Comparison between interviews provides support to explore alternative interventions with multicultural teens, including the importance of faith-based groups that lead to an outcome of secure identity.

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

- gain a longitudinal perspective of the research of a relevant current cultural topic.
- gain a life span perspective from the longitudinal findings from two case studies covering the same time span of the 2010 and the 2020 Census.
- explore practice implications and recommendations for working in identity development with multi-cultural clients.

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

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

**Workshop Description:** Introduction 5 minutes, Literature Review 10 minutes, Definition of Terms 5 minutes, Case Review 10 minutes, Case findings 10 minutes, Case Implications 10 minutes, and Question and answer 10 minutes.

Inclusion of the importance of faith-based groups that lead to an outcome of secure identity in each of the cases is presented. An extensive literature review reveals the lack of evidence based research in this practice area has not significantly increased though

census data from 2010 to 2020 has shown a significant multi-cultural population increase. Working with multicultural teenagers presents unique challenges and implications in developing a strong sense of security in terms of identity. The comparison between interviews then and now provides support for the profession of Social Work to explore alternative interventions with multicultural teens.

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Yip, T. (2018) Ethnic/racial identity A double-edged sword? Associations with discrimination and psychological outcomes. *Current Directions in Psychological Science*. 27(3) 170-175.



**Presenter Bio (s):** Justen Gross graduated from Cleveland State University in 2003 with his Bachelor of Social Work. He went on to complete a Master of Social Work degree from Cleveland State University in 2008. He obtained his LCSW in North Carolina in 2011. He started teaching at Liberty University as an adjunct professor in 2016 and has served full-time from 2020 to the present. He has worked in both the public and private sectors, as well as, in for/non-profit companies in all aspects of an individual's life. As a social worker, he has had the opportunity to provide individual/group therapy from birth to death, foster care, supportive services with individuals with intellectual and developmental disabilities, and medical social work within acute/psychiatric settings.

Dr. Skiff graduated from Roberts Wesleyan College in 1979 with his Bachelor of Social Work. He went on to complete a Master of Divinity from Asbury Theological Seminary (1983) and a Master in Social Work from the University of Kentucky (1984). He obtained his LMSW in New York in 1991. He completed his PhD (2009) at the University of Rochester. He served as a pastor at two different churches from 1994 to 1991 where his counseling ministry grew to the point of starting my own private practice called Covenant Christian counseling. He started teaching at Roberts Wesleyan College in 1994 and served fulltime from 1996 to 2019. In July 2009, he became the Chair of the Department of Social Work and in July 2015, became the founding Dean of the newly formed School of Education and Social Work. He now teaches in the online BSW Program at Liberty University from his home in Archdale, NC.

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**Workshop Title:** COVID 19 & Anti-Asian Sentiments

**Workshop Presenters:** Joy Hammond, BSW Charlene Lane PhD.,LCSW

**Workshop Abstract:** With the pandemic and COVID19 being identified as "the China virus," there has been an upsurge in hate crimes against our Asians brothers and sisters. The overwhelming anti-Asian sentiment has resulted in random attacks resulting in the death of many Asian, regardless of their country of origin. It is incumbent upon us to become change agents.

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

- have a clear understanding of the Symbolic interactionism theoretical perspective
- be aware of the plight of Asian Americans, secondary to the pandemic
- understand strategies for becoming change agents focusing on the importance of the role of Christian change agents

**Level of Presentation:** Intermediate

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

**Workshop Description:** The key topics to be addressed are humanitarianism with a specific emphasis on the theoretical perspective of Symbolic Interactionism with at least ten minutes being placed on each concept. The presenters will elucidate the importance of believers and members of the body of Christ being acutely sensitive to the needs of all of God's creations.

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**Presenter Bio (s):** Joy Hammond (BSW) is a recent graduate of 2021 with a bachelor's degree in Social Work. She received her degree on May 8, 2021, from Messiah University in Mechanicsburg, Pennsylvania. Hammond has interned at Christ Cornerstone Academy, Brethren Housing Association, and Families United Network during her time at Messiah. Her previous leadership positions have been a student ambassador, a social work diplomat, and a peer-mentor coordinator for the University and the Social Work Department. Hammond is a passionate advocate of cultural diversity and reconciliation. She studied abroad from January to April 2020 in Costa Rica where she studied the language, the culture, and the relationships between Latin and Central America and the U.S. She has also researched and implemented a cultural diversity program within the social work department at Messiah University in January 2021.

Dr. Charlene Lane an Associate Professor @ Messiah University is a Licensed Clinical Social Worker in both the states of New York and Pennsylvania with over 21 years of clinical and administrative experiences. In addition to clinical experiences, Dr. Lane has taught on both the Undergraduate and Graduate levels for over 13 years. Dr. Charlene Lane is passionate about social justice issues and teaches across the disciplines of Social

Work, Sociology & Criminal Justice. Dr.Lane has presented on issues surrounding Mental health awareness, Criminal Justice and humanitarian issues regionally, nationally and internationally.

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**Workshop Title:** Protecting Amish Children through Understanding and Relationship

**Workshop Presenters:** Jeanette Harder, MSW, Ph.D. Sandy Cook-Fong LCSW, Ph.D.

**Workshop Abstract:** The horse-and-buggy Amish is one of the fastest growing subcultures. Learn about their diversity and values, as well as consider strategies for partnering with their communities to keep Amish children safe.

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

- Recognize the prevalence and diversity of Amish across the U.S. and Canada.
- Learn about values of the Amish that are critical to understanding their families and keeping their children safe.
- Explore micro, meso, and macro strategies for keeping Amish children safe.

**Level of Presentation:** Basic

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

**Workshop Description:** The horse-and-Buggy Amish is one of the fastest growing subcultures in the United States. It's increasingly likely that Amish live in your community as there are now at least 341,000 Amish living in at 31 states and 4 Canadian provinces (Amish, 2019). Having trained child welfare workers who understand and respect the Amish culture and faith is critical to the goal of keeping children and youth safe. The typical Amish family will not participate in most services offered to them. Similar to their refusal to pull electricity from the grid, they will not purchase or accept insurance or government services. Therefore, pivotal to preventing child abuse and neglect in Amish families is understanding their culture and values, building relationships with their community leaders, and recognizing the diversity among their communities. Amish views of power, peacemaking, and women are different from the dominant culture, however should be recognized and respected. Other pertinent issues include their large families, their strong belief in corporal punishment, their insistence in farming techniques and transportation that pre-date most of our grandparents, and their isolation from most mandated reporters. Based on their experiences with the Amish and child welfare, healthcare, and law enforcement systems across the U.S., presenters will propose micro, meso, and macro strategies to partnering with Amish communities.

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**Presenter Bio (s):** Jeanette Harder is a professor at the University of Nebraska at Omaha's Grace Abbott School of Social Work. Through her work with Dove's Nest, she provides cultural awareness trainings to child welfare, law enforcement, and healthcare professionals on relating to the Amish. Dr. Harder has co-authored a book on child protection for the Amish, and is studying the engagement of Amish in providing foster care and adoption to non-Amish children.

Sandy Cook-Fong is a faculty member and distance coordinator for the Grace Abbott School of Social Work at the University of Nebraska Omaha. Dr. Cook-Fong's interest

include foster care and abuse and neglect prevention. She has recently become engaged working with Plain communities, especially in regards to foster care and adoption.

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**Workshop Title:** Training Church Volunteers to Engage in Trauma-Informed Mentorship

**Workshop Presenters:** Krystal Hays, PhD, LCSW Kendra Flores-Carter DSW Jennifer Costello, LCSW Raquel Ellis, PhD

**Workshop Abstract:** A child with an incarcerated parent is likely to experience many life challenges. This study describes the development and implementation of a trauma focused mentorship training to equip church members to meet the needs of this vulnerable population. Implications for the utility of church-based mentorship for vulnerable children are explored.

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

- Articulate the risks and needs of children with incarcerated parents
- Understand the historical and contemporary role of churches in supporting vulnerable children
- Define best practices for trauma-informed mentorship

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

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

**Workshop Description:** Parental Incarceration.

It is estimated that between four and seven percent of all U.S. children have one or more parents incarcerated (Murphey & Cooper, 2015). Thus, there are over five million children, ages birth through 17, who have parent in jail or prison (Kaeble & Cowhig, 2018). The literature in this area suggests that there are numerous negative effects of parental incarceration on a child's wellbein (Martin, 2017; Murphey & Cooper, 2015). Research on Adverse Childhood Experiences (known as ACE's) have identified parental incarceration as a risk factor that can increase risk for morbidity and mortality in adulthood. Adverse childhood experiences are associated with a host of negative outcomes including chronic disease (Felitti et al., 2019; Sonu & Feinglass, 2019) and poor mental health (Anda et al., 2007; Davis & Schlafer, 2017).

Trauma-Informed Mentorship in Churches

Scholars have noted that relationships with caring adults can increase resilience and reduce the negative impact of ACE's (Bellis et.al, 2017). Churches have a robust history of developing and implementing programs to address the needs of vulnerable children (Markens et al., 2002). Thus, churches have the potential to meet the needs of children

with an incarcerated parent by helping to buffer the negative effects of parental incarceration and increase resiliency through meaningful relationships. However, if church members are to engage with children who have high exposure to ACE's and trauma they must first have adequate knowledge about trauma, its impact, and appropriate responses. Thus, this study is guided by two primary research questions: 1) Can trauma informed training increase self-perceived knowledge about trauma and responses to trauma among church-based mentors and 2) Can trauma informed training increase self-efficacy among church-based mentors to provide support to children impacted by trauma. This study describes Camp Agape California (CAC), a church-based mentoring program for children with an incarcerated parent. Specifically, this study describes the development and implementation of a trauma focused mentorship training purposed to equip church members to better meet the needs of this vulnerable population. Seventy-six volunteer mentors from various churches participated in the training and completed the post-training survey. Results suggest that the trauma informed training was effective at increasing knowledge and self-efficacy and was identified as being relevant to the mentor role. Implications for the utility of church-based mentorship for vulnerable populations are explored.

- Review the social work literature on this topic (10 minutes)
- Provide an overview of the purpose and activities of Camp Agape and the development of the mentor training (10 minutes)
- Discuss the study sample, methodology and analyses (10 minutes)
- Explain the study findings and implications for social work practice and future research on the topic (30 minutes)

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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.

Dr. Kendra Flores-Carter is the Published Author of the textbook *Medical Social Work Practice: A Christian Approach*, Professor of Social Work at California Baptist University and a Researcher in the Social and Behavioral Sciences field. An advocate for social justice and change, she has dedicated her career to help bring awareness to disparities in healthcare experiences and various issues affecting women and children of Color. She holds a BA in Psychology from California State University, Dominguez Hills, an MSW from California State University, Long Beach as well as a Doctor of Social Work degree from the University of Tennessee, Knoxville. Dr. Flores-Carter serves as the current President of Postpartum Support International-California Chapter and is the Co-Chair of the Inland Empire Maternal Mental Health Collaborative.

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.

Raquel Ellis, PhD Assistant Professor California Baptist University. I have devoted my 20-year career in social work to improving the well-being of underprivileged individuals and families and impoverished communities through research and evaluation, grant writing and management, program development and management, and preparing social work students to competently practice in the field with all client systems. I have 13 years of research and evaluation experience overall and 7 years of post-PhD experience designing and directing research and evaluation studies of programs that serve vulnerable children and families.

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**Workshop Title:** Tackling the Root of Child Trafficking Globally

**Workshop Presenters:** Ashlee Heiligman, MSW

**Workshop Abstract:** Child trafficking is a global issue affecting millions worldwide. However, it is not always what it seems. In this workshop, we will look at some of the root causes of child trafficking across the developing world and effective prevention strategies. It is our hope to inspire all social workers to join the fight against child trafficking.

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

- 1. learn about the root causes for child trafficking globally.
- 2. learn about effective interventions to prevent child trafficking.
- 3. learn how social workers can affect change for children globally through volunteer service and advocacy

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:** Child trafficking is a real threat in every city across the U.S. and around the world. As globalization increases and technology continues to serve as an international communication hub, human trafficking will thrive. (10 minutes)

For those of us engaged in this field, the most striking common thread which makes children vulnerable is the erosion of the family unit. Across the U.S., the children who are most vulnerable to trafficking are children involved in the child welfare system. In 2013, 66% of children rescued from child sex trafficking raids had been in the care of the state at some point. While statistics are not easily tracked internationally, the correlation between children on the streets and those growing up in an orphanage and children who



become victims of child sex trafficking is clear to see. Children without the secure attachment and support base of a family are easy prey for traffickers looking to exploit them. Traffickers seek out children who are insecure and unattached. While this reality is alarming for children, it also makes a clear case for solid interventions that strengthen families in their role as protectors. Quite often families in marginalized communities are unaware of the risks that face their children until it is too late. Our organization has found outstanding outcomes for children through family preservation and community based education curriculum, which equips communities to protect their own children. (30 minutes)

Social workers have a unique opportunity to create change for children in this space. As orphanages are seeking to transition towards providing family-based care, they need training. Christian social workers can support them through their transition by providing training and supervision, which will keep children safe from trafficking and other forms of exploitation. This is an opportunity for us to not only act on our ethical duty to stand up for social justice but also to represent God's heart to place the lonely into families. (10 minutes)

Questions and answers (10 minutes).

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Victims of Trafficking and Violence Protection Act of 2000, Pub. L. No. 106-386.

**Presenter Bio (s):** Ashlee Heiligman is a licensed social worker, whose MSW specialty is Direct Practice w/ Children and Families. She is the director of Global Child Advocates, which is focused on keeping children in safe, loving families. After working in residential treatment centers and serving with C.A.S.A, Ashlee moved to Thailand in 2009 to work with grassroots organizations serving vulnerable children. She saw first hand the harms of orphanage care on children, especially in the absence of social work capacity. Ashlee witnessed many faith-based orphanages without any form of case management or plans for permanency. Now, her passion is to see orphanages empowered with the social work skills needed to transform their models of care to provide family-based care.

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**Workshop Title:** Understanding Pregnancy Options Counseling

**Workshop Presenter:** Jennifer Hollenberger, MSW, LCSW

**Workshop Abstract:** With approximately 45-50% of pregnancies being unplanned in the United States, it is important to understand how women and families are making decisions related to their reproductive health. Pregnancy options counseling is a well-established approach used to empowering women, this session will explore options counseling and dilemmas social workers face.

**Learning Objectives:** Identify the current approaches of options counseling and clarify differences between options counseling and other interventions used with women and families. Articulate ethical dilemmas and ethical principals associated with options counseling across agency settings. Increase skills when using options counseling and working with women and families facing unplanned pregnancies

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

**Target Audience:** Social Workers

**Workshop Description:** Between 45 and 50 percent of pregnancies in the United States are unintended, meaning the women who find themselves pregnant are not intentionally trying to conceive. For most of these pregnancies, a pregnancy resolution decision needs to be made and this time can be anxiety provoking and even viewed as crisis for the families and women facing an unplanned pregnancy. Pregnancy resolution decisions may be influenced and, at times, constrained by relationships, financial circumstances and views of social norms or stigma around unplanned pregnancy, abortion, and adoption. In some cases, women struggle with this decision and receive little information about their options or an opportunity to discuss their options with a trained professional who could assist in helping make an informed decision that respects the woman's self-determination. One approach that has been developed to support women who are struggling with an unintended pregnancy is options counseling. Options counseling is an intervention which could be used to assist women during the decision-making process and is currently already provided in health care settings, pregnancy resource centers, family planning clinics, adoption agencies and mental health care providers. Options counseling should provide ethical, un-biased and non-directive counseling, however, research suggests that counseling techniques may be coercive and filled with bias. Social work is particularly well positioned to address issues surrounding reproductive decision making both at micro and macro level by using informed consent to provide options and support to women who may be having difficulty, while also advocating for changes in policies that reduce choices around childbearing in the face of economic constraints. This presentation will introduce participants to present literature surrounding options counseling as well as an overview of options counseling as an intervention. Additionally, the presentation will discuss ethical principles surrounding options counseling across agency settings (from publicly funded agencies to faith based organizations). Lastly, we will discuss the intersection of faith and reproductive choice and skills needed to effectively and ethically practice when working within this unique population.

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**Presenter Bio:** 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 student at Baylor University with a research interest surrounding medical decision making within maternal health. She earned her MSW from the University of Pittsburgh.

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**Workshop Title:** Global Deinstitutionalization: How can Social Workers Help?

**Workshop Presenters:** Lisa Hosack, PhD, LCSW Ashlee Heiligman MSW

**Workshop Abstract:** While the process of global deinstitutionalization is well-underway, many orphanages structured toward long-term care lack the infrastructure to successfully transition to family-based care. Social work services, particularly case management, play a critical role in this transition. Learn more about this gap and the opportunities it presents.

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

- Identify the fundamental history and philosophy of global deinstitutionalization
- Understand current progress and challenges in global deinstitutionalization
- Learn how social work skills are critical to the practical changes implied by global deinstitutionalization

**Level of Presentation:** Basic

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

**Workshop Description:** God's concern for orphans is clearly expressed in both the Old and New Testaments as children lacking parents lack natural buffers against harm. His followers have responded in various ways to that call. While the modern era approach to child welfare in the West focused on institutionalizing children lacking parental protection, seven decades of research on child outcomes led to the phasing out of orphanages during the 20th century. The story has played out differently across the world, however, as a series of factors during the last two decades have led, not to the phasing out of orphanages, but to their proliferation. Historical realities including the U.N.'s expansion of the definition of orphans in response to a feared need for increased institutional space for children orphaned due to AIDS, contributed to the Western

response to the perceived "orphan crisis," and the rise of short term missions in the 1990s. Fortunately, the tide has turned and global deinstitutionalization, a movement toward family-based care, is now well underway around the world as an understanding of the importance of the families and the negative outcomes of residential care continues to spread. Despite encouraging signs of many countries adopting the philosophy and goals of deinstitutionalization, the practical challenges remain considerable. Creating family-based systems of care in contexts which have been historically oriented toward long-term institutional care implies both cultural and pragmatic changes. Stakeholders must not only embrace the power and potential of family preservation, they must shift their practices toward new goals and priorities. This new paradigm calls for strengthened child welfare practices including comprehensive child assessments, appropriate gatekeeping, strengths-based and thorough family assessments, and interventions targeted toward family preservation. Indeed, the multidimensional perspectives and skills of social workers prove critical to the reimagining and development of family-based systems. This session explores some of the ways that North American social workers of faith may serve as advocates for and even participants in the work of global deinstitutionalization. In doing so, the goal is not to circumvent the experiences and practices of social workers around the world, but to come alongside, encouraging and strengthening one another in this critically important work.

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**Presenter Bio (s):** Lisa Hosack is an associate professor at Grove City College in western Pennsylvania where she began, and continues to direct, the social work program. Prior to her work as a professor, she was a practitioner for over twenty years, working in child welfare and clinical social work in Chicago and Grand Rapids, MI. Her research and writing focuses on the intersection of theology, human development, and social work. Dr. Hosack holds a MSW from University of Illinois-Chicago and a Ph.D. in social work from Michigan State University. She is the author of *Development on Purpose* (NACSW), a text designed for use in faith-based social work education. She has been married for 31 years and is the proud mother of three grown daughters, two sons-in-law, and T.S. Eliot, an adorable cat.

Ashlee Heiligman is the Global Director of Global Child Advocates, a faith-based, non-profit organization focused on the movement of children from institutional to family-based care. Ashlee's passion for child protection moved her in 2009 to Mae Sot, Thailand where she launched a drop-in center for street children and developed a team of community-based mentors. In her current role, she provides social work training in international child protection and equips others to advocate for children globally. Ashlee holds a MSW and lives near Austin, Texas where she lives with her husband and two young children.

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**Workshop Title:** Pushback From The Table: Tightening The Spiritual Belt to Food Injustice

**Workshop Presenters:** Cora Jackson, DSW, LMSW

**Workshop Abstract:** Food injustice is real. If communities are going to be able to tighten the belt of food injustice, it will take a concerted effort between religious, government and non-government stakeholders. Acknowledging that such injustices are prevalent will make room at the table for others less fortunate. This workshop will seek to address these concerns.

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

- analyze food injustices from a biblical perspective by reviewing biblical references to the needs of the poor.
- understand the definition of food injustice, its impact on food insecurity and its inter-sectionality with religion.
- develop advocacy skills to raise awareness of food injustices in their communities.

**Level of Presentation:** Intermediate

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

**Workshop Description:** A closer examination is essential to explore why rural communities lack the ability to support constituents' basic food needs. Many rural communities are facing food injustice. Food injustice is more than the inability for communities to have access to proper nutrition. It is the structural inhibitions that exploit the will and ability of communities to supply its own agricultural goods. According to Finley (2014), food injustice is defined as "the corporate consolidation of power that monopolized the agricultural industry and encroached on our food consumption". In sum, the relatedness of rural food injustices is closely aligned to religious idiosyncrasies of power diversions and exploitation of the poor. Jacobson, (2016) likens food business to that of "Big Tobacco", as both extend great lengths to obscure their connection between life essentials benefits and products that accelerate disease and poor health. Covid -19 maladies in rural communities left families to rely on food banks and local charities for basic nutrition (Hossfeld &Rico, 2018). Seeking to address the calamities caused by loss of employment and lack of available resources to support human capacities, few express discontent of the injustices that prevail around the table. For example, the Mississippi Delta has some of the most fertile soil, historically rich for production of foods. The entire Farm to Table approach to addressing food insurrection is foiled by the "food prison", which, according to Finley (2014), means "you do not choose what you put in your body", but become dependent upon what corporations provide or make accessible. Instead of receiving holistic, meals, families are forced to accept the remains of tax write-off contributions from big corporations and, fast-food variations of unhealthy consumptions. The importance of school meal programs became clear during the pandemic. Families felt the impact immediately as school doors closed. According to Feeding America (2020), "potentially 17 million children experienced food insecurity". Recipients of both SNAP and food bank assistance are associated with the poorest health (Pruitt, Leonard, Xuan, Amory, Higashi, Nguyen, Pezzia, & Swales 2016). As the tables changed, so did corporations' pockets which sought to recoup loss profits at the expense of children's health. Families having to make tradeoffs between their basic needs is further reinforced where "there is continued lack of access to enough food for an active and healthy lifestyle" (Feeding America, 2017). The table talk seems beneficial to big corporations, while food insecurity continues to expose the bulge of greed at the heart of the injustice. From a Christian standpoint, it has to be acknowledged that the Bible states "the poor will be with us always (Matthew 26:11). However, we must be more concerned about how we address the needs of "the least of these" (Matthew 25:40).

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**Presenter Bio (s):** Cora Jackson, Assistant Professor of Social Work. BSW 1996, Delta State University; MSW,2008, Mississippi Valley State university; DSW 2018, Tulane University. LMSW License in MS. I have had the honor of presenting in local, state, regional, and national conferences including BPD, NASW - National and MS, and the first virtual NACSW conference on last year.

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**Workshop Title:** We Can Work It Out: Supporting Vulnerability through Intentional Dialogue

**Workshop Presenters:** Kay Julien, MEd, PhD

**Workshop Abstract:** As the Beatles song suggests, there's hope amidst our differences if we can manage to keep talking. Conversations that personally empower and extend recognition to others are foundational for positive change. This workshop offers practical tools to successfully engage in constructive social dialogue with proficient strength and compassion.

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

- 1. Describe a relational framework that facilitates increased competencies to regenerate adverse communication.
- 2. Assess autonomy and connection needs to inform skill-building strategies for engendering growth in both personal power and openness to others.
- 3. Identify three go-to tools that empower positive self-management in the midst of problematic conversations.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Ephesians 4:3 tells us that unity is preserved through the bond of peace. Inherent in adversity is the disruption of this bond and the deterioration of peaceful, productive communication. Achieving a peace that makes love and justice possible can be the first step toward restoring interpersonal unity and openness to others. As Christians in social work seek to faithfully serve God's principles and the principles of healthy social interaction, practitioners can play a pivotal role in generating the personal transformation required to move themselves and others toward greater unity through peace. The session will offer practical tools for immediate application to skillfully facilitate peaceful conversations. It will enhance professional development by introducing participants to the principles of conflict transformation theory that provide an effective foundation for gaining mastery in this arena. A relational approach to handling adversity will be utilized to show how participants can actively engage in building the personal skills needed for the positive self-management and compassionate responses that help de-escalate emotionally charged communication. Content is based largely on the transformative approach to conflict articulated by Bush and Folger (1994, 2005), which supports developing capacities for both strength of self and consideration for others amidst adverse circumstances. It is also informed by psycho-social research in differentiation of self and interpersonal conflict in both secular and Christian contexts. In addition to the theoretical discussion offered, there will be a presentation of cross-

disciplinary research and connections to this intervention, as well as how the principles integrate with the Christian faith. The emphasis will be on three specific skills that increase individual capacities to positively influence deteriorating situations. Key topics will be presented in three segments with a fourth segment devoted to class discussion.

1. Psycho-social theory of relational interaction, research regarding autonomy and connection relationship needs, and the Biblical precedents for these premises.
2. Conflict transformation theory, research and application informed by the conflict transformation goals of strength of self and recognition of others, with a discussion of theological directives for biblical human interaction which are supported by the concepts.
3. Three practical action steps to shift adverse conversations in a positive direction and create space to move toward unity.
4. Q&A to provide the opportunity to discuss any needed clarification of the material and further application to participants' specific work contexts.

The topics will be presented through a combination of didactic portions with a/v support and interactive discussion. Examples from practice stories will also be referenced throughout the presentation, and the handout will include a reference list.

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Interaction and Lasting Change. Deerfield Beach, FL: Health Communications, Inc., 2015.

**Presenter Bio (s):** Dr. Kay Julien is a private practice conflict transformation coach in Orlando, FL, who holds an MEd from the University of Florida and a PhD in her area of expertise from Trinity Theological Seminary. A veteran returning presenter at NACSW, 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 coaching, Dr. Julien has conducted pre-conference workshops, breakout sessions, and numerous training curriculum promoting clear one-on-one communication skills for successful conflict management. She is a long-serving volunteer coach and instructor with various Orlando community non-profits, and has piloted a local conflict communication program with recovering trafficked women.

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**Workshop Title:** Exploring a Biblically Informed Theory of Change for Social Work Practice

**Workshop Presenters:** David King, DSW

**Workshop Abstract:** Training in faith integration strategies have been noted as lacking for social workers. This workshop will examine the importance of worldview and theory of change in social work practice and outcomes. A Biblically informed whole person theory of change model will be presented including application for clinical practice.

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

- Define the core components of a worldview and theory of change and explain its importance for social workers in decision making in practice.
- Compare and contrast Biblical assumptions regarding the process of change with social work theories and approaches.
- Implement a visual model for exploring the use of a Biblically informed whole person theory of change in practice.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Individual worldview and ontological assumptions about the nature of truth and how it can be known underlie both ethical and practice decisions for social workers. Worldview is rooted in conscious or unconscious beliefs regarding human origin, meaning, morality and destiny and becomes the lens through which social workers see others and the process of change. Multiple authors have recently explored the importance of core beliefs and worldview and their importance in higher education and

implications for social work practice (Morales, 2013; Neshama-Bannister, 2016; Schultz, & Swezey, 2013; Valutis, Rubin & Bell, 2014; Watson, & Simmons, 2017). Further, theories of change, stemming from one's worldview represent the internal logical framework social workers rely on to help determine appropriate goals, interventions and indicators of success when working with clients (Center for Theory of Change, 2019). Understanding worldview and how it affects social worker's resulting theory of change and practice approach is vital when considering integration of faith in social work and clinical practice. Social workers, however, frequently lack specific models to assist them in effectively understanding and integrating faith and practice. Indeed, scholars have highlighted the paucity of training for social workers in navigating spirituality, religion and faith integration (Eck, White, & Entwistle, 2016; Hunt, J., 2014; Husain, & Sherr, 2015; Morales, 2013; Neshama-Bannister, 2016; Paine, 2017; Senreich, 2013). In this workshop, I will discuss the dimensions and importance of worldview and its implication for a social worker's theory of change and practice (15 minutes). The concept of theory of change will also be defined and a Biblically informed whole person view of change will be presented (30 minutes). Participants will engage in discussions regarding the impact of worldview assumptions and theories of change on social work practice (15 minutes). A model for integration of faith and practice using the Biblically informed theory of change will also be presented, and participants will discuss the pros and cons of this approach in social work clinical practice.

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**Presenter Bio (s):** David King, MA, MSW, DSW is currently the Director of Field Education and Assistant Professor of Social Work for the MSW program at Indiana Wesleyan University. David is a licensed clinical and macro practice social worker in the state of Michigan. David completed his MSW from the University of Kentucky, an MA in pastoral counseling from Asbury Theological Seminary, and his DSW (2020) from Walden University. Before working full time in social work education, David worked in the community mental health system, churches, and private practice providing direct services and leading programs for children and adults.

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**Workshop Title:** Resiliency Theory & At-Risk Foster Adolescents Aging Out of the F.C. System

**Workshop Presenters:** Kenneth Larimore, Ph.D., LISW-S

**Workshop Abstract:** Many youths in the foster care system are emancipating themselves. They are leaving the system unprepared to live independently. These adolescents are not faring well following discharge from the foster care system. What has been discovered is using resiliency (discipleship model) with these youths greatly increases their success after emancipation

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

- understand the problems of youth aging out of the foster care system.
- understand the importance of using resiliency theory with foster youth (relationship building using a discipleship model)

- understand how to make former foster youth productive members of society (success through a Christian model of presence )

**Level of Presentation:** Intermediate

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

**Workshop Description:** I. The Problem - Statistics (5 minutes)  
 II. Background of this study of foster youth (5 minutes)  
 III. Significance of the Study (5 minutes)  
 IV. Transitioning from Foster Care to Independent Living (10 minutes)  
 V. Success through a Resiliency (discipleship) Model (15 minutes)  
 VI. Positive Coping in Young People comes from discipling(5 minutes)  
 VII. Christ Centered Model of Relationships - Youth in and out of care (10 Minutes)  
 VIII. Two Theoretical Discipleship Models -Conclusion (5 minutes)

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Reilly, T. (2003). Transition from care: Status and outcomes of youth who age out of foster care. *Child Welfare*, (82)6, 727-746.

**Presenter Bio (s):** Kenneth Larimore: Full-time Core Faculty-Walden University - Ph.D - Capella University, Minneapolis, MN - Social Work and Community Services - 2009 MSW - The Ohio State University, Columbus, OH - Social work -2003 Doctor of Ministry in Marriage and Family - Fuller Theological Seminary - Pasadena, CA 1989 Has presented every year from 2012 to the present - Worked in Treatment Foster Care for 25 years - Worked 10 years as the Program coordinator/professor at Ohio University Chillicothe branch

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**Workshop Title:** Mobilizing the Church for Housing Justice

**Workshop Presenters:** Margaret Lee, PhD, MSW Jill Shook DMin

**Workshop Abstract:** This workshop equips social workers and churches to develop pathways for developing affordable housing in their communities. We draw from our experiences from our non-profit organization Making Housing and Community Happen in Pasadena, as well as from best practice models for faith-based advocacy and housing development in other cities.

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

- understand the relationship between homelessness, affordable housing, and land use policy
- understand land use and affordable housing from a biblical perspective
- learn about housing policy and affordable housing models that they can implement in their own communities

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** This workshop helps to equip social work practitioners and local church leaders to develop pathways for developing affordable housing in their communities. As the homelessness crisis in California continues to exacerbate, how can believers come alongside our most vulnerable brothers and sisters to help provide sustainable solutions for eradicating homelessness? While many churches and non-profit organizations may be effective in addressing the immediate needs of those experiencing homelessness (emergency and transitional shelter, case management, supportive services,

etc.), these interventions are not necessarily designed to meet the most fundamental need: housing. Using a social work framework, we argue that the development of affordable housing is the most effective way to end homelessness (Martin, 2015; Padgett & Henwood, 2018). Developing housing, particularly affordable housing, involves navigating complex systems, policies, and stakeholders with competing interests (Silverman & Patterson, 2016). While all people may agree that ending homelessness is a worthy cause, the process required to actually develop affordable housing can be fraught with political conflicts and impasses. Can the church play an active and even prophetic role in helping to advocate and initiate the necessary changes to enable the building of affordable housing across California? Housing justice requires thoughtful community engagement, discerning wise partnerships, and the courage to hear and follow God. For this workshop, we draw from our experiences in Pasadena, California, as well as from best practices in other cities, all contextualized within a faith-based framework (Engelsman, Rowe, & Southern, 2018). We offer a theological and practical understanding of how housing justice is part of God's mission (Bickley, 2019; Brueggemann, 2020; Button, 2018). We will examine case studies of how churches and Gospel-driven visionaries have addressed the housing crisis, creating affordable housing, and thereby transforming people and communities (Rooms, 2015).

The following is a proposed overview:

1. Presentation Overview (3 minutes)
2. Role of social workers in local policy and community change (5 minutes)
3. Role of the church and a theology of land and housing (5 minutes)
4. Homelessness and Affordable Housing (10 minutes)
5. Our non-profit: Making Housing and Community Happen (10 minutes)
6. MHCH's work in Pasadena (10 minutes)
7. Faith-based best practices for housing justice (7 minutes)
8. Recommendations for practitioners and churches (10 minutes)

**Bibliography:** Bickley, P. (2019). Neighborhood resilience as an objective of congregational social action. *Political Theology*, 20(8), 643-656.

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Rooms, N. (2015). Missional gift-giving: A practical theology investigation into what happens when churches give away "free" gifts for the sake of mission. *Practical Theology*, 8(2), 99-111.

Silverman, R. M., & Patterson, K. L. (2016). Affordable housing in US shrinking cities: From neighborhoods of despair to neighborhoods of opportunity?. Policy Press.

**Presenter Bio (s):** Dr. Margaret Lee is an Assistant Professor at Azusa Pacific University. She received her BAs in Sociology and Asian American Studies from UCLA in 2002, her MSW from UCLA in 2006, and her PhD in Social Welfare from UCLA in 2016. Dr. Lee currently serves as a project consultant at Making Housing and Community Happen, a faith-based organization dedicated to housing justice in Southern California. Her expertise is in policy, administration, community organizing, diversity and social justice, and organizational development.

Dr. Jill Shook, Executive Director of Making Housing and Community Happen, has been an author, educator, urban catalyst and effective advocate for racial and housing justice and community empowerment for over 40 years. She authored *Making Housing Happen: Faith-Based Affordable Housing Models*. Dr. Shook has served as a campus minister and a missionary. In 1991, she moved from Mexico to Pasadena to learn from Dr. John Perkins. She later worked collaboratively to plant a Spanish speaking church, an afterschool program (STARS), a citywide gang prevention program and gun buyback program. After listening to the poorest and most marginalized population, she was led to become an advocate for affordable housing as a tool to help break the cycle of generational poverty. She is a frequent speaker at conferences across the country.

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**Workshop Title:** Organizing and Advocacy Education for Faith-Based Housing Justice

**Workshop Presenters:** Margaret Lee, PhD, MSW

**Workshop Abstract:** Students in Organizing for Community Change, a required course in APU's MSW macro specialization, are collaborating with a statewide faith-based policy initiative that will enable churches to build affordable housing on underutilized

land. This workshop details how we designed and launched our education and organizing campaign.

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

- Implement organizing and advocacy principles and strategies in social work classroom settings
- Describe how marketing and social media strategies can be used in policy campaigns
- Describe biblical principles of community organizing

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** The shortage of affordable housing in California is fueling an acute homelessness crisis across the state. For individuals and families experiencing homelessness, overcrowding and rent burdens, churches are an ideal affordable housing partner due to a missional commitment to love our neighbors and the availability of underutilized land at many churches with declining membership. In March 2020, state bill SB-899 was introduced to permit churches to build affordable housing, only for it to die in committee five months later due to a lack of political support among lawmakers and stakeholders. In response, a faith-based coalition of housing advocates and church leaders across the state was formed to re-introduce the bill. But because this coalition lacked a budget for organizing or lobbying, the MSW students at APU's Organizing for Community Change class were tasked to launch an education and advocacy campaign for the new bill. Our campaign, "Christians for Housing Justice", is informed by social work practice literature related to advocacy, lobbying and faith-based community organizing (Baker, 2015, Bliss 2015, Delehanty & Oyakawa, 2018; Flores & Cossyleon, 2016; Lee, 2020; Padilla & Font, 2016; Rowland-Jones, 2016, Sitter, 2016). This workshop examines how students in an MSW course applied the social work concepts of organizing and advocacy to launch a political campaign that would help enable churches to serve their housing vulnerable neighbors.

The workshop outline is as follows:

Problem statement and the growing movement to build housing on church land (10 minutes)

History of SB-899 (15 minutes)

Organizing and advocacy within the Christian community (10 minutes)

How Christians for Housing Justice was formed (15 minutes)

Lessons learned from a pedagogical perspective (10 minutes)

**Bibliography:** Baker, C. (2015). A theology of community organizing: Power to the people. Routledge.

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Flores, E. O., & Cossyleon, J. E. (2016). "I went through it so you don't have to: Faith based community organizing for the formerly incarcerated. *Journal for the Scientific Study of Religion*, 55(4), 662-676.

Lee, S. C. (2020). Social work and social media: organizing in the digital age. *J Pub Health Issue Pract*, 4(1), 1-6.

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Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. *Social Work Education*, 35(3), 271-283.

**Presenter Bio (s):** Dr. Margaret Lee is an Assistant Professor at Azusa Pacific University. She received her BAs in Sociology and Asian American Studies from UCLA in 2002, her MSW from UCLA in 2006, and her PhD in Social Welfare from UCLA in 2016. Dr. Lee currently serves as a project consultant at Making Housing and Community Happen, a faith-based organization dedicated to housing justice in Southern California. Her expertise is in policy, administration, community organizing, diversity and social justice, and organizational development.

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**Workshop Title:** Re-Entry: Welcoming the Prodigal Ex-Felon and Family Into Community

**Workshop Presenters:** Suzanne Mondell-Cook, LCSW, MAR

**Workshop Abstract:** To provide a faith-based perspective on supporting ex-felons & their families. Participants will gain insight about prison culture, outside cultural differences, expectations of ex-felons, emotional & practical needs, & practical ways to support families in the process. Participants will learn to utilize the Biblical concept of Jubilee.

**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, and learn about Parole/Probation.
- become familiar with the Biblical concept of Jubilee and how this pertains to practice. Churches will learn practical ways to welcome Prodigals
- gain insight into emotional & practical needs of ex-felons & their families, and learn practical ways to support upon release.

**Level of Presentation:** Intermediate

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

**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 families on both sides of the fence in emotional and hands-on approaches. Lastly, the presenter will share a perspective of how to respond as Christians in social work, utilizing the Biblical concept of Jubilee, 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. According to Jewish tradition and beliefs, the Year of Jubilee is described as: "The Ramban says that "yovel" (the Hebrew name for the Jubilee) means to transport, and that the Jubilee year will transport everyone and everything back to its source in peace, justice and tranquility" ([https://www.chabad.org/parshah/article\\_cdo/aid/2946286/jewish/TheJubilee-Year.htm](https://www.chabad.org/parshah/article_cdo/aid/2946286/jewish/TheJubilee-Year.htm)). It is the Year of Jubilee, the cancellation of debt and allowing complete freedom, new beginnings, which will be reflected upon and used as the context for the presentation. The presenter will provide tools for participants to utilize when they work with ex-felons and their families. The presenter will provide basic information to understand Parole and Probation, understanding the expectations placed on ex-felons and their families when they release.

**Bibliography:** California Department of Corrections and Rehabilitation, <https://www.cdcr.ca.gov/research/wpcontent/uploads/sites/174/2019/12/Tpop1d191211.pdf>).

Chabad. [https://www.chabad.org/parshah/article\\_cdo/aid/2946286/jewish/The-JubileeYear.htm](https://www.chabad.org/parshah/article_cdo/aid/2946286/jewish/The-JubileeYear.htm)

Prison Fellowship, <https://www.prisonfellowship.org/why-help-prisoners/>). (Other resources will be cited in full presentation.)

**Presenter Bio (s):** Suzanne Mondell-Cook, LCSW/MAR. Licensed Clinical Social Worker, CA Dept. of Corrections & Owner, Cappy's House Counseling Services, LCSW. MSW- University of Southern California (2013), Master of Arts in Religion, 2010. Current LCSW in CA and Licensed Social Worker in Idaho. Ordained Salvation Army Officer (minister) 2004-2012. Presented at regional, national and international conferences both in social work and community service. Presented at 2020 NACSW Conference (virtual).

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**Workshop Title:** Technology, Ethics, Christian Worldview! Are they Compatible?

**Workshop Presenters:** Helen Mudd, PhD

**Workshop Abstract:** This workshop provides an interactive experience in using ethical decision-making models to examine dilemmas associated with technology and social work. Participants will examine the compatibility of technology, a Christian Worldview, and ethics. Managing ethical risks associated with technology and social work will be examined.

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

- articulate and deconstruct perils and risks in the use of technology in the provision of social work services through a Christian Worldview Lens
- identify and utilize ethical decision making models to examine ethical dilemmas associated with technology and social work.
- discuss whether Technology, Ethics, and a Christian Worldview are compatible

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

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

**Workshop Description:** 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. Every single one 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, particularly in the use of technology. 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). Thus, social workers need to learn how to manage risks associated with the use of technology. According to the NASW Code of Ethics (2017), "Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner" (standard 1.04[d]). 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 (Reemer, 2014). Questions addressed in this workshop include, how do Christian social workers decide what technology is ethically appropriate in meeting the needs of our clients? How do we reconcile our Christian beliefs with our NASW Professional Code of Ethics? 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? This workshop provides an interactive experience in using ethical decision-making models to examine dilemmas associated with technology and social work. Participants will examine the compatibility of technology, a Christian Worldview, and ethics. Managing ethical risks associated with technology and social work will be examined."

### **Bibliography:**

**Presenter Bio (s):** Dr. Helen Mudd is the Dean of the Carver School of Social Work at Campbellsville University. She received her PhD. and MSSW degrees at the University of Louisville. Dr. Mudd received her BSW degree from Eastern Kentucky University. Dr. Mudd has served as a social work educator for 23 years.

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**Workshop Title:** My Calling! Do the Shoes of my Parents Fit? Too Big? Too Tight? Just Right?

**Workshop Presenters:** Helen Mudd, DSW, MSW Kate Mudd-Broaddus, MSW Anita K. Mudd Broaddus, MSW

**Workshop Abstract:** Meaning plays an important role in many people's lives. Being called to serve is not an easy vocation, yet for social workers, it is a calling we readily answer. This interactive workshop will engage participants in self-reflective exercises which focus on findings one's calling.

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

- Discuss the study results of the Familial Social Work Careers Study.
- Articulate how family experiences shape one's calling.
- Articulate innovative strategies for guiding young individuals in finding their callings.

**Level of Presentation:** Basic

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

**Workshop Description:** Then I heard the voice of the Lord saying, "Whom shall I send, and who will go for us? Then I said, Here am I, Send me!" (Isaiah 6:8). Meaning plays an important role in how we choose to live and work. A significant source of meaning derives from a greater sense of fulfilling one's calling, or purpose in work (Haney, McKenna, Robie, Austin, & Ecker, 2015). Being called to serve is not an easy vocation. It often requires you to be responsible for others, to consistently and continually demonstrate the highest commitment. Often one is asked to place the needs of others over one's own. "The King will reply, Truly, I tell you, whatever you did for one of the least of these brothers and sisters of mine you did for me", (Mathew 25:40). According to Cox, Tice, and Long (2019), when one contemplates social work as a career, one must look within and evaluate their readiness to advocate for those who are vulnerable and often affected by injustice (p. 7). Theory and research have yielded a greater understanding of the effect of knowing and living out one's calling, but has neglected to produce as much information about preceding factors that actually influence one's calling in the first place (Conklin, 2012). Whether it is an internal feeling of an initial call or an external experience, events affect perceptions about a calling. The authors of this workshop conducted an exploratory study aimed to understand how family experiences shape one's calling. Serving professions are at higher likelihood to run in families. Many parents are honored when their children follow in their footsteps. As children grow into adulthood, many choose the same occupation as their parents. When children opt to follow in their parents' footsteps, they have a role model who can show the way, provide connections, and coach them on best practice approaches. Sharing the same occupation can strengthen the parent/child relationship. Conversation over the dinner table may create an occupation of excitement and intrigue. However, the lived experience can lead to a bad fit when the glam of the job dies away and reality sets in. Conflicts can occur when children choose differing ideas or approaches. It may be difficult for the parent to accept the differences. As young adults search for their callings, they may experience false starts. For a variety

of reasons, they may deny their calling. So how does one decide if the shoes fit? This interactive workshop will examine the authors' study results which add to the body of knowledge about familial events that affect perceptions about one's calling. Participants will engage in self-reflective exercises which focus on findings one's calling. This workshop is appropriate for the student examining the fit of their calling. It is also appropriate for the professor or mentor young adults searching for verification of their callings.

**Bibliography:** Conklin, T. A. ( 2012 ). Work worth doing: A phenomenological study of the experience of discovering and following one's calling. *Journal of Management Inquiry*, 21, 298 " 317.

Cox, L., Tice, C., & Long, D (2019). *Introduction to social work: An advocacy-based profession*, Canada: Sage Publishing.

Haney L M, McKenna R B, Robie C, Austin K, Ecker D. (2015). The power of perceived experience: Events that shape work as a calling. *The Career Development Quarterly*. 63(1).

**Presenter Bio (s):** Helen K. Mudd, PhD., MSW - Dr. Helen Mudd is the Dean of 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 a licensed social worker. Prior to entering Academia, Dr. Mudd worked in Child Protective Services for over 20 years.

Kimberly Mudd-Fegett, DSW, MSW - Dr. Kimberly N. Mudd-Fegett is an Associate Professor of Social Work at Campbellsville University. She received her DSW from Capella University, her Bachelor's Degree from the University of Kentucky and her Master's Degree from the University of Louisville. Dr. Mudd-Fegett is a certified forensic interviewer and works part-time at Silverleaf Sexual Trauma Services in addition to her teaching responsibilities. Prior to entering Academia, Dr. Mudd worked in Child Protective Services for over 10 years.

Anita K. Mudd Broaddus, MSW - Anita K. Broaddus is an Adjunct Professor of Social Work at Campbellsville University. She received her Master's Degree from Campbellsville University and her Bachelor's Degree from the Pace University. In addition to her teaching responsibilities, Anita's is the Executive Director of CASA of Nelson County, a nonprofit who trains community volunteers to advocate in court on behalf of abused, neglected, or dependent children. She also serves on Board for the Kentucky Coalition to Abolish the Death Penalty.

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**Workshop Title:** Teaching Students to Care for Themselves as They Serve through Adversity



**Workshop Presenters:** Kimberly Mudd-Fegett, DSW, MSSW

**Workshop Abstract:** As Christian professors, we have been called to our service field. It is our responsibility to love and mentor our students just as Christ does us. We have the distinct privilege of loving, teaching, guiding and preparing our students to enter the field of social work practice.

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

- Discuss and understand the responsibilities and importance of self-care while in the midst of adversity.
- Discuss and understand the importance of incorporating self-care into course curriculum.
- Discuss and provide self-care models to demonstrate/teach students.

**Level of Presentation:** Basic

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

**Workshop Description:** Students do not enter social work for the fame, the glamour and most certainly not the financial benefits the field of social work offers. Students fill the seats of our classrooms because they feel called to serve Christ through the practice of social work. While in our classroom, we have both the responsibility to both teach and prepare our students for the adversarial field of practice they will face. Furthermore, we have the responsibility to teach our students how to love others who at times are difficult to even like nevertheless serve. As equally important, we have the responsibility to teach our students how to love themselves in the face of both the triumphs and obstacles they will face. Due to the stress of clients' hardships it is imperative students are given knowledge and skills to nurture their physical and mental health (Miller, Donohue-Dioh, Larkin, Niu, & Womack, 2018). Social work practice has joyous moment of success and hope; it is truly these moments that will guide one through the times of heartbreak and tragedy. Christ directs us in his Word to "do unto the least of these my brothers and sisters" (Matthew 25:40). This soul fulfilling work is at times taxing and filled with trauma, grief and stress. Therefore, it is imperative we as educators we pair self-care with educational objectives that prepare students to care of themselves physically, emotionally, mentally and spiritually (Warren & Deckert, 2020). Specifically, the field of child welfare is filled with tragedy, adversity, loss and pain. Students entering this field of practice must be prepared for the reality they will face as well as be equipped to safeguard their wellbeing. This workshop will demonstrate and discuss the incorporation of self-care into learning curriculum specifically in preparing students to enter the field of child welfare. The presenter will demonstrate how students can both find their calling as well as safeguard their wellbeing in practice.

**Bibliography:** Bible, H. (2020). King James Version. HarperCollins.

Miller, J., Donohue-Dioh, J., Larkin, S., Niu, C., & Womack, R. (2018). Exploring the self-care practice of practicum supervisors: Implications for field education. *Field Scholar*, 8(2) .

Warren, S., & Deckert, J. C. (2020). Contemplative practices for self-care in the social work classroom . *Social Work* , 65(1) .

**Presenter Bio (s):** Dr. Kimberly N. Mudd-Fegett is an Assistant Professor of Social Work at Campbellsville University. Most recently graduating from Capella University with a Doctorate of Social Work in June 2016. Prior to entering higher education full time in August 2016, Dr. Mudd-Fegett worked nearly thirteen years for the Kentucky Cabinet for Health and Family Services in Child Protective Services as a frontline worker and supervisor. In addition to working at Campbellsville, Dr. Mudd-Fegett is a certified forensic interviewer and employed with Silverleaf Sexual Trauma Recovery Center in Elizabethtown where she has completed over 1100 child interviews.

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**Workshop Title:** Staff Perspectives Regarding On-Site Mentorship for Homeless Families

**Workshop Presenters:** Christina Mulder, MSW Rebekah Vanderzee MSW, LCSW Anupama Jacob, Ph.D.

**Workshop Abstract:** Presenters associated with a Christian non-profit serving homeless families will discuss staff perspectives on the benefits, challenges, and recommendations of implementing a paid, on-site mentorship program for families in transitional housing.

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

- Understand the impacts of family homelessness.
- Describe staff perspectives on potential benefits and limitations of implementing a paid, on-site mentorship programs in transitional housing settings.
- Discuss recommendations for implementing mentorship models in temporary housing settings.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers

**Workshop Description:** Families with minor children are among the fastest growing homeless population in the United States with children constituting roughly one-third of those experiencing homelessness (Bloch et al., 2018). The effects of being unhoused are traumatic, making the issue of providing effective services to families with youth even

more essential. Temporary housing minimizes some stressors for families experiencing homelessness by providing a short-term stepping stone as caregivers work toward a permanent home (Holtrop et al., 2015). However, the pressure to push toward housing combined with the fast turnaround for families in temporary housing make it difficult to maintain one fundamental element all humans need: meaningful relationships. One significant area of concern is how stress negatively impacts parent-child relationships in families experiencing homelessness. Research shows being homeless and parenting without support often leads to the use of poor parenting techniques, which negatively affects child behavior and development (Bradley et al., 2020; Holtrop et al., 2015). As the pressure to provide for a family surmounts, the focus of parents tends to shift away from caring for the mental and emotional well-being of a child and more toward attending to the youth's physical needs (Bradley et al., 2017). Research has shown mentorship programs provide more holistic support by providing intentional relationships and focusing on the individual needs of the families including encouraging the use of positive parenting techniques (Duong et al., 2015). While case managers employed by shelters and transitional houses help families secure more permanent housing, mentors help increase parents' self-efficacy and motivation to continue working on their goals. Several studies have focused on the experiences of families in mentorship programs (Duong et al., 2015); however, there is limited research on the perspectives of paid employees who interact with families as mentors. As such, the panelists will discuss staff perceptions regarding the benefits and challenges of implementing a paid, on-site mentorship program for families in a Christian nonprofit providing transitional housing. Mentorship has a distinct parallel to Christ's model of discipleship as He consistently demonstrated the importance of walking alongside individuals and offering them the support and guidance they needed. As mentorship models continue to be explored, the viewpoints of staff working with families experiencing homelessness can offer valuable insights on the unique roles and services mentors can provide in transitional housing settings. Additionally, paid staff can give comprehensive feedback about what structures of mentorship would work best in the context of the transitional housing settings. Ultimately, this presentation will equip social workers to understand the potential benefits of a mentorship program and how such a program might be developed within their unique practice setting.

**Bibliography:** Bloch, J., Biddle, B., Ewing, E., Hudson, K., Sheller, S., & Slaughter-Acey, J., (2018). Family care curriculum: A parenting support program for families experiencing homelessness. *Maternal and Child Health Journal*, 22, 11247-1254. <https://doi.org/10.1007/s10995-018-2561-7>

Bradley, C., McGowan, J., & Michelson, D. (2017). How does homelessness affect parenting behaviour? A systematic critical review and thematic synthesis of qualitative research. *Clinical Child Family Psychology Review*, 21, 94-108. <https://doi.org/10.1007/s10567-017-0244-3>

Duong, T., Furrer, C., & Rockhill A. (2015). Peer mentoring in child welfare: A motivational framework. *Journal of Public Child Welfare* 94(5), 125-144.

Holtrop, K., Smith, S., & Reynolds, J. (2015a). Do positive parenting practices moderate parental mental health and child behavior among homeless families? *Interdisciplinary Journal of Applied Family Studies*, 64, 606-620. DOI:10.1111/fare.12166

**Presenter Bio (s):** Christina Mulder is a student at Azusa Pacific University (APU) who will be receiving her Masters of Social Work in Spring 2021. She has a heart for underserved populations with a specific interest in at-risk young adults and families. Throughout her time at APU, Christina focused on learning and implementing macro social work interventions to develop comprehensive policies and programs in nonprofit settings. The time spent during her field experience allowed her to see the importance of combining client and community input with research to meet the needs of those being served. Christina's prior experience working with youth and families comes primarily from her time teaching and interning as a case manager for a foster and adoption agency in LA County. She has spoken at various schools and views each speaking opportunity as a chance to share what the Lord has put on her heart.

Rebekah (Becky) Vanderzee is the Director of Community Development at Kingdom Causes Bellflower (KCB). She received her BSW from Calvin University in Grand Rapids, MI and her MSW from California State University, Long Beach. Becky became a Licensed Clinical Social Worker in 2012. Prior to the start of her role as the Director of Community Development, Becky served as the Director of Housing Programs at KCB for 6.5 years. In 2014, Becky began her role as the part-time clinical therapist at Little House Inc., a residential substance abuse treatment program for women in Bellflower, CA. Before her work at KCB, Becky worked with people living with HIV/AIDS for 7.5 years at two different community-based nonprofits in Pasadena, CA. Becky serves on the Board of Directors for World Renew, an organization focusing on community development, disaster relief & social justice initiatives globally.

Anupama Jacob, Ph.D., is an associate professor in APU's Bachelor of Social Work program, and APU's interim director of undergraduate research in fall 2019. Jacob earned a Ph.D. in Social Welfare from the University of California, Berkeley. Her research interests center on issues related to poverty and inequality, particularly in the United States. Prior to starting her Ph.D. program, Jacob worked as publications manager at the Center for Social Development, a research and policy center based at Washington University in St. Louis. Her academic experience includes adjunct teaching in the undergraduate social work program at San Jose State University, and teaching assistant positions at the University of California, Berkeley. Jacob is also a commissioner on the Council on Social Work Education's Commission on Research.

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**Workshop Title:** Health Care with Faith Based Organizations: Support to Vulnerable Adults

**Workshop Presenters:** Adria Navarro, PhD, LCSW Eva Keller MSW Candidate

**Workshop Abstract:** Community engagement for a non profit hospital includes the pilot of a community resource center for aging that engages local faith-communities to reach their vulnerable congregants who can benefit from professional social work assessment and referrals that link to home and community-based services.

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

- Describe a community model for meeting the needs of vulnerable older adults.
- Name three specific partnership activities for hospitals and churches.
- Understand the growing need for innovative responses to a growing older adult population.

**Level of Presentation:** Intermediate

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

**Workshop Description:** There is no one place for local families to turn for advice and direction when vulnerable and aging members are faced with increased caregiving needs, reduced mobility, or complex medical issues. While there are many activities and resources for seniors in the community, there appears to be a gap in the provision of centralized needs-assessment, resource assistance or care coordination. It is this unmet need, or resource gap, that the nonprofit hospital sought to meet by first establishing a Community Resource Center for Aging pilot project, and then engaging with local faith-based organizations to link to older adults and their families in this community.

**Bibliography:** Myers, D. R., & Ellor, J. (2013). Social Work and Congregations: A Timely Alliance for the Age of Aging. *Social Work & Christianity*, 40(4), 367"371. This article, and the articles cited, discuss increasing needs within the aging population, as both the average lifespan and the number of older adults increases. Both faith-communities and social workers play significant roles in supporting older adults and their caregivers. This article suggests that social workers' expertise might help faith-communities to design, evaluate, and promote their programs.

Robare, J. F., Bayles, C. M., Newman, A. B., Williams, K., Milas, C., Boudreau, R., McTigue, K., Albert, S. M., Taylor, C., & Kuller, L. H. (2011). The 10 Keys to Healthy Aging: 24-Month Follow-Up Results from an Innovative Community-Based Prevention Program. *Health Education & Behavior*, 38(4), 379"388.

This article illustrates ways in which community based education programs can support preventive health in the aging population.

McLarry, S. (2007). Journey to Healthy Aging: Impact of Community Based Education Programs on Knowledge and Health Behavior in Older Adults. *Forum on Public Policy Online*, 2007(1).

This article illustrates ways in which community based education programs can increase older adult knowledge and awareness of resources available to them. However, this study also notes that this knowledge brought about limited behavior change.

Hale, W. D., & Bennett, R. G. (2003). Addressing Health Needs of an Aging Society through Medical-Religious Partnerships: What Do Clergy and Laity Think? *Gerontologist*, 43(6), 925-930.

This article discusses clergy's willingness to participate in collaboration with medical professionals to support healthy aging amongst their members. The majority of clergy valued such collaboration before starting, most described their appreciation have increased through the study, and most worked to continue the partnership because of the perceived benefits to their congregants. More can be provided as needed.

**Presenter Bio (s):** Dr. Adria Navarro is Associate Professor, School of Behavioral and Applied Sciences at Azusa Pacific University, near Los Angeles, CA. She is an educator and community practitioner, involved in clinical supervision, training, and academia. Her research has focused on older adults, specifically studying interprofessional teams, undue influence, and decisional capacity.

Eva Keller is a second year MSW student, experienced in serving older adults.

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**Workshop Title:** A New Frontier: Parental Restoration of Secure Attachment with UC

**Workshop Presenters:** Shirley Newton-Guest, DSW, LCSW-C, LICSW Marla Coyoy MSW, LMSW, Khowle Vundla, Roxanna Najmi, Sofia Moreno, LMSW Tonia Martin

**Workshop Abstract:** This presentation discusses the breakdown of the parent-child relationship due to separation during immigration from Central America to the United States. Practitioners will learn how to prepare parents to address their child's unique needs and transition to family life through trauma-focused models, family therapy, and psychoeducation.

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

- Understand the challenges and consequences of family separation and reunification during immigration from Latin America and Mexico to the United States.
- Examine and recognize the role of trauma caused by separation and reunification on unaccompanied children psychological well-being.
- Understand the mental health implications in the restorative process of the parent-child relationship following reunification.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:**

1) Introduction (10 minutes) Scripture, Prevalence, Issues, and Challenges  
Unique Needs of Unaccompanied Minors (30 minutes)  
Formulation of client/practitioner alliance, The journey and the impact, Social policy implications, Reunification Process (20 minutes)  
Practice dilemmas, Ethical concerns, Societal challenges, Biblical Significance, Cultural considerations, Behavioral health considerations, and Clinical Social Work Strategies (30 minutes)

Current trends, Recommendations, Conclusion

2) This presentation will incorporate Zechariah 7:9-10 which highlights practical social concerns that many of the prophets stressed. These passages emphasized judicial decisions must be free of biases, as love and concerns for others should be the guiding principle in all relationships. Further, the poor, immigrants, children, and widows should not be harmed. It reads: "Render true judgments, show kindness and mercy to one another; do not oppress the widow, the orphan, the alien, or the poor; and do not devise evil in your hearts against one another." These Scriptures provide a reality check regarding immigrants and serve as a reminder that worship is of little interest to God if they are not accompanied by human kindness and respect for less fortunate.

3) This presentation is informed by the social work profession's core values, micro practice, and Theological/Biblical stories related to humane treatment of immigrants, children, and strangers. Concern for immigrants and children is found throughout the Bible, particularly in the Deuteronomy, Zechariah, Hebrew, and Matthew scriptures. Jesus made it known that children are to be valued, loved, and shown compassion (Matthew 19:14). This must trouble anyone witnessing the tragedy unfolding at the Border with these little immigrant children, and the cruel changes in enforcement policy, especially when the Bible speaks against these social injustices.

4) The unaccompanied children often deal with trauma at three different levels: 1) pre-migration, 2) migration, and 3) post-migration (Chen, et.al, 2017). This trauma causes powerful emotions such as anxiety, depression, sadness, anger, frustration, and a sense of abandonment and helplessness. Many parents are not prepared to deal with the emotional trauma experienced by their children, or the disruption in their attachment. Parents often have high expectations for a joyous reunification. Given the trauma many of these children have faced, the idealized relationship does not match the reality. The emotional trauma affects their well-being and the parent-child relationship (Alvarez & Alegria, 2017). Consistent micro social work practice, this presentation focuses on social work core values including service, social justice, dignity and worth of the person, importance of human relationships, integrity, cultural competence, and commitment to diversity (NASW, 2017).

**Bibliography:** Alvarez, K., & Alegria, M. (2016). Understanding and addressing the needs of unaccompanied immigrant minors: Depression, conduct problems and PTSD among unaccompanied immigrant minors. American Psychological Association.

Bookey, B. (2014). A treacherous journey: Child migrants navigating the U.S. Immigration System. Research Paper no. 181. Hastings: University of California. Accessed 22, 2016.  
[http://www.uchastings.edu/centers/cgrsdocs/treacherous\\_journey\\_cgrs\\_kind\\_report.pdf](http://www.uchastings.edu/centers/cgrsdocs/treacherous_journey_cgrs_kind_report.pdf).

Chen, W., Hall, B.J., Ling, L., & Rensaho, M.N., (2017). Pre-migration and post-migration factors associated with mental health in humanitarian migrants in Australia and the moderation effect of post-migration stressors: findings from the first wave data of the BNLA cohort study. *The Lancet Psychiatry*, 4(3), p. 218-229.

Heidbrink, L. (2017). Assessing parental fitness and care for unaccompanied children. *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 3(4), p. 37.

Jameson, E. (2020). Best interests and Bad parents: Immigration and child welfare through the lens of SISJS and foster care. *University of Pennsylvania Law Review*, 168(513), pp. 513-550.

National Association of Social Work. (2017). *The Code of Ethics*. Washington, D.C.

**Presenter Bio (s):** Dr. Shirley Newton-Guest is the clinical supervisor at Bethany Christian Services, and is on the faculty of Howard University School of Social Work. She is also the Co-founder of Collaborative Concepts of Maryland LLC in Lanham, Maryland. Dr. Newton-Guest is a Licensed Independent Clinical Social Worker in Washington, D.C., and a Licensed Certified Social Worker Clinical in the State of Maryland. She has an extensive background in programmatic oversight, program development and implementation, clinical supervision, and direct clinical practice. She is a member of the Prince George's County Board of Social Services, and an Ethics Tutor for Maryland Board of Social Work Examiners. She is a published author, and an accomplished presenter at the local, regional, national, and international levels. She received her Bachelor of Arts in Social Work from Grambling State University.

Marla Coyoy is a clinician at Bethany Christian Services (BCS). Prior to taking the role as a clinician at BCS, Marla was a case manager. Marla Coyoy works with youth who recently crossed the southern border. Her current work focuses on the mental well-being of youth and their family. She co-leads weekly group as well as individual sessions. Marla Coyoy is a Licensed Master Social Worker in the state of Maryland. She previously worked as a case manager for Montgomery County Coalition for the Homeless. Marla worked with single individuals who were previously homeless and provided on-site case management. Marla Coyoy received her Bachelor of Arts in Criminal Justice and Criminology from the University of Maryland, College Park. She earned her Master of Social Work from the University of Maryland, Baltimore.

Sikholiwe (Kholiwe) Vundla is a Licensed Master Social Worker in the State of Maryland. She received her Bachelor of Social Work from Messiah College, and her Master of Social Work from University of Maryland, Baltimore. Kholiwe has focused her



professional pursuits on working with immigrant and refugee populations, as well as underrepresented minority populations. Kholiwe currently works as a social worker with Unaccompanied Children from Central America. She has previous experience working in the public-school system in Baltimore City with underrepresented minority students and newcomer immigrant students. Kholiwe spent several years working in Siguatepeque, Honduras where she worked in partnership with a Honduran NGO, providing psychosocial trainings. She initiated her professional career working with Cuban entrants in Lancaster, PA.

Roxanna Najmi is a Licensed Master Social Worker in the State of Maryland. Roxanna received her Bachelor of Social Work at Salisbury University in Salisbury, Maryland and went on to receive her Master of Social Work in the accelerated program at Salisbury University in 2013. Roxanna focused her graduate studies on working with mental health patients who were incarcerated at Worcester County Jail in Snow Hill, Maryland. Currently, Roxanna is working as a Case Manager for Unaccompanied Children from Central America at Bethany Christian Services in Crofton, Maryland. She has previous experience in working with disabled individuals who required services and care in navigating through their day to day lives. Roxanna was also previously registered as a Behavior Technician in the State of California and focused on providing one-on-one Applied Behavior Analysis therapy for children with autism spectrum disorder.

Sofia Moreno is a Licensed Master Social Worker. She graduated from Saint Leo University in 2017. She is currently a Clinician for Bethany Christian Services where she works with immigrant and refugee children who come from the border with significant traumatization. It is her passion to work with vulnerable children and families to guide them towards a path of healing

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**Workshop Title:** Why Your Diversity Programs are (Probably) Failing

**Workshop Presenters:** Kristen Nielson Donnelly, MSW, M.Div, PhD

**Workshop Abstract:** This workshop will follow the logic: Diversity is reality, inclusion is the goal, privilege is the barrier. Through interactive activities, small group discussion, and personal reflection time, participants will leave armed with a richer understanding of how to truly include all the voices at the table.

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

- Identify multiple intersections of the human experience
- Articulate their own privilege, barriers, and how to navigate each

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

**Target Audience:** social workers, educators, students

**Workshop Description:**

**Bibliography:**

**Presenter Bio (s):**

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**Workshop Title:** "I've Never Been Comfortable in My Own Skin": Women's Body Image Stories

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

**Workshop Abstract:** Body image issues can plague girls and women from pre-adolescence through adulthood--many struggle with eating disorders and body dysmorphia. The predominant cultural narrative is that women's bodies are not okay. A qualitative study of in-depth interviews with women and adolescent girls will be presented. Practice implications will be discussed.

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

- Understand the important role of Christians in responding to the cultural narrative around women's bodies.
- Recognize how hearing the stories of those with body image issues can help change cultural narratives.
- Articulate practice importance for social workers working with individuals, families, groups, communities, and organizations

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

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

**Workshop Description:**

1. Outline

I. Current statistics on eating disorders and body dysmorphia in women and girls (5 minutes).

II. Cultural Narrative and Beliefs (10 minutes)

III. Pertinent Diagnoses (5 minutes)

IV. Qualitative Research Findings (15 minutes)

V. A Christian Social Work Response and Practice (15 minutes)

2. One of the key questions posed in the qualitative interviews will relate to the individuals sense of religiosity and their personal belief system. The presenter will also identify how responding to the body image crisis is a unique responsibility for Christian

social workers. Our bodies are temples of the Holy Spirit and therefore we have a duty and call to walk alongside and advocate for those who struggle with eating disorders and other body struggles. This section will include specific exploration of direct and indirect practice imperatives for Christian social work practitioners.

3. The presenter will use other current research studies to demonstrate how rates of eating disorders and body dysmorphia are increasing within certain populations of women and girls. This research will be part of the foundational literature review of the qualitative study completed. The presenter will use data comparing statistics from Christian individuals with those who have no religious affiliation. This data will demonstrate that Christians are not immune to these concerns simply because of their religious beliefs. Themes around belief systems and religious ideas will also be presented. The presenter will identify specific techniques and interventions which can be used with Christians and non-Christians alike while also identifying unique interventions for Christians struggling with eating disorders.

4. The presenter will utilize current (last 5 years) research and EBP for clinical work with eating disorder diagnoses and will also identify specific cultural considerations of which clinicians should be aware. Changing the narrative takes place through practice at all levels-- working with individuals, families, groups, and organizations.

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**Presenter Bio (s):** Erin Olson is the MSW Program Director and Social Work Program Chair at Dordt University in Sioux Center Iowa. She has been a professor of Social Work at Dordt since 2007. Olson has a BSW from Dordt, an MSW from University of Nebraska-Omaha, and received her PhD from Baylor University in 2017. Prior to academia, Olson worked in both community mental health and as a hospital social worker. Erin's research interests are in social work education, body image in women, and also calling and vocation in social work.

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**Workshop Title:** Presenting POOF (Pulling Out of Fire): A Program for Black Racial Trauma

**Workshop Presenters:** Jennifer Payne, PhD, LCSW

**Workshop Abstract:** According to research, Blacks meet the criteria for PTSD more frequently than any other U.S. race or ethnicity. However, Acceptance and Commitment Therapy (ACT) can potentially help alleviate suffering in this population. This presentation introduces POOF (Pulling Out Of the Fire), a culturally tailored ACT model for addressing racial trauma.

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

- Be introduced to a 12-session ACT protocol that incorporates elements to address Black trauma
- Explore ACT's utility in treating African American trauma
- Learn about the cultural context of trauma from African American perspectives

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

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

**Workshop Description:** Before COVID-19, research showed that Blacks in the United States more frequently met the criteria for PTSD than any other U.S. race or ethnicity. Yet, following the murder of George Floyd in police custody in May 2020, Census Bureau data show that rates of depression and anxiety have increased even further among Black Americans. Although trauma rates are high, Blacks are least likely to use mental health services for trauma. Annually, only 8.6% of African Americans use mental health services. There are several reasons for low levels of use, including societal stigma, the cost of treatment, cultural mistrust, and the lack of culturally appropriate services. Few evidence-based interventions address the types of trauma that Blacks experience. Thus, many Blacks suffer silently and remain untreated, or they leave treatment after one session. However, Acceptance and Commitment Therapy (ACT) has promise as an intervention that can help to alleviate suffering in this population. ACT is an evidence-

based practice that has been shown to effectively decrease symptomatology related to psychological inflexibility (anxiety, stress, depression, and other psychological issues). The core attributes of ACT, the non-pathologizing approach, the normalization of the experience of suffering, and the empowering focus on life value to improve psychological flexibility, are all aspects noted in prior research as appealing to African Americans. POOF is a culturally tailored ACT model that specifically addresses the trauma (including racial trauma) that African Americans experience. POOF stands for "Pulling Out Of the Fire, which comes from a scripture in Jude 22-23 which says "And of some have compassion, making a difference; and others save with fear, pulling them out of the fire; hating even the garment spotted by the flesh". POOF applies the Social Determinants of Health and the cultural humility conceptual frameworks to ACT to address trauma in African Americans. Social work clinicians and students who work with Black clients, individuals who embrace social justice, and those who desire a better understanding of applying a culturally tailored ACT model would benefit from attending this presentation. note: the terms "Black" and "African American" are used interchangeably here

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Twohig, M. P., & Levin, M. E. (2017). Acceptance and commitment therapy as a treatment for anxiety and depression: A review. *Psychiatric Clinics*, 40(4), 751-770.

**Presenter Bio (s):** Jennifer Shepard Payne is an Associate Professor at Azusa Pacific University. She received her doctorate from UCLA and is an LCSW with much experience in mental health clinical practice and administration. She is also an Ordained Evangelist with the Pentecostal Assemblies of the World since July 2002. Also, Dr. Payne is the CEO of a non-profit organization called Direct to God, with the mission of linking needy individuals to faith-based social service programs in their communities. For several years, Dr. Payne has been working on culturally tailoring Acceptance and Commitment Therapy (ACT) for African American communities. She has a private practice, DTG Counseling, and Consulting, where she provides ACT counseling and coaching primarily to African Americans of faith suffering from anxiety or trauma. More information about her is located at [www.drjspayne.com](http://www.drjspayne.com).

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**Workshop Title:** Trust-Based Relational Intervention Model to Help Foster/Adoptive Families

**Workshop Presenters:** Debra Penkin, MSW

**Workshop Abstract:** Trust Based Relational Intervention (TBRI) provides social workers and other caring adults an evidence-based, trauma-informed, holistic intervention model that offers practical, concrete tools for foster and adoptive families to connect with their children that have experienced complex developmental trauma.

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

- Therapeutically support caregivers in mindfully connecting with children that have experienced complex developmental trauma.
- Teach skills to adults to disarm fear of children from hard places in order to help them learn self-regulation, calming, and success in dealing with daily routines.

- Utilize practical tools with foster and adoptive families and other adults to build attachment and/or nurture children's natural & optimal development.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** The presenter will describe Trust Based Relational Intervention (TBRI), an evidence-based, trauma-informed, holistic intervention model. TBRI is particularly helpful to social workers in addressing the needs of foster and adoptive families that are forging connections with children that have experienced complex developmental trauma. Topics will include the impact of early risk factors and ruptures in family life and the need for repair in the context of loving relationships. Additionally, TBRI Principles of Connecting, Empowering, and Correcting will incorporate specific tools for adults to use with children to disarm fear and help children engage in nurturing, healthy relationships. Connecting Principles will incorporate risk factors, attachment theory, and self-regulation skills. Empowering Principles will offer ways to anticipate and respond to children's ecological and physical needs to help them regulate emotions and behaviors. TBRI Correcting Principles introduced in this workshop will be focused on those specifically related to providing structure and options for how to address fear-based behaviors that parents and caregivers observe in children. In a 60-minute workshop, 15 minutes will be dedicated to each of the following: the TBRI Model, TBRI Connecting Principles, TBRI Empowering Principles, and TBRI Correcting Principles. Remaining minutes will provide time for questions. The TBRI model is grounded in Christian faith and that will be explained as part of this presentation. Main aspects of TBRI are rooted in the knowledge that people long to be connected with God, through whom connection is made possible by His grace. TBRI principles are inspired by Biblical wisdom and illustrations. Parenting styles and practical skills embedded in the TBRI Model are also intended to be a reflection of God's love for His children, especially for the orphaned. Although TBRI is not solely developed for Christian audiences, the faith component will be made explicit while this is also a model of hope for non-Christian audiences. Relevant social work and theological literature acknowledges how implicit Christian themes are activated in social work practice as well as explicit forms of imparting Biblical hope and love. TBRI researchers have completed over a decade of research, developing and refining this model. TBRI draws from the field of developmental psychology, attachment theory, neuroscience research, and sensory processing studies. TBRI is facilitated in diverse settings such as in families, residential treatment facilities, schools, camps, group homes, and international orphanages. Culturally competent and ethical practice is embedded in the model. Highlighted social work ethics include: dignity and worth of all persons, the importance of human relationships, service, integrity, and competence.

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**Presenter Bio (s):** Debra Penkin - Assistant Professor of Social Work, Director of Field Education: Warner Pacific University, Master of Social Work: Boston University, 1990 Debra has 30 years of experience as a presenter. Currently, Penkin is an assistant professor at Warner Pacific University and a trainer for the Oregon Department of Human Services through the Portland State University Child Welfare Partnership. Her social work career includes practice in addictions treatment and prevention, mental health treatment, criminal justice settings, foster care and adoption, clinical private practice, community advocacy, and higher education. Her lifelong passion has been to impart hope, to address areas of societal trauma, and to reduce inequities in systems and communities.

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**Workshop Title:** Multigenerational Trauma: A Legacy of Epigenetic Inheritance

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

**Workshop Abstract:** Epigenetics are psychic legacies transmitted across generations through unconscious cues and affective disorders. The ability to work with different cultures must address the historical hurts linked to a multiplicity of issues, attitudes, worldviews, psychological processing, etc. The workshop develops an epidemiology of multigenerational trauma.

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

- Present research and theories related to the far-reaching effects of the legacy of intergenerational trauma
- Create dialogue about how collaboration of community advocates, allies, educators, legal systems, and social agencies for resolving historical grief
- Incorporate their understanding of multigenerational trauma into their practice utilizing knowledge and skills learned.

**Level of Presentation:** Advanced

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

**Workshop Description:** Early work related to generational trauma focused primarily on "collective complex trauma inflicted on a group of people who share a specific group identity or affiliation, ethnicity, nationality, and religious affiliation." (Linda Grounds) This field is now expanding to urban poverty, PTSD post-slave syndrome, PTSD post-incarceration syndrome, families of gangs, etc. Many who are traumatized will transmit traits to the second and third generation. How can we intervene to disrupt the transmission of parent-to-child trauma and maximize healing for future generations in ruptured families and communities? Psychic legacies are often passed on through unconscious cues or affective?. Present research and theories explore the far-reaching effects of multigenerational trauma, focusing on epigenetic cues/traits that are transmitted from parents to children and subsequent generations. In Deuteronomy 5:9 God said He "visits the iniquity of the fathers on the third and fourth generation". Understood from the perspective of epigenetics, it is perhaps related to the way traits are passed from generation to generation, to include a worldview shift related to all areas of life. Transformational healing must incorporate a spiritual component (e.g., hope, forgiveness, emotional distress, ethics, etc.). Social workers are encouraged to take a holistic perspective when helping individuals, families, and groups of people to cope with issues that are detrimental to wellbeing. This involves striving to help communities function. In the process of conducting needs assessments, they are to become familiar with the foundational issues and develop a strategy for helping communities function. Their assessment should involve understanding of how multigeneration trauma is affecting individuals, families, communities, and society. Churches and other faith-based groups represent a model for functioning in a communal environment, to include social justice

and restoration. The introduction of evidence-based models for addressing multigenerational trauma is presented in this workshop. The move from addressing issues stemming from the here-and-now perspective to a place where issues are seen through the lens of multigenerational woundedness will involve evidence-based models based upon a cultural perspective. This will involve looking specifically at models developed by those working specifically with people groups who struggle with multigenerational trauma. This is an emerging field of study and more work needs to be done in this area. It should include the development of models for providing education, working in a collaborative effort with social agencies, and those responsible for cultural development. Equal time is planned for developing each component of this presentation. This includes an epidemiological understanding, a review of research, examples of the impact of multigenerational trauma, and how communities address the concern.

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**Presenter Bio (s):** Jack is the founder of Psuche Education, Counseling & Coaching Services. He retired from the ODMHSAS where he served at a 48-bed residential female facility. As a clinical director he implemented a co-occurring model at male residential facility. He served as the Executive Director at Clay Crossing, a residential facility for men. Together We Thrive is a preK-12 designed by Jack to identify at risk children and develop initiatives to assist them. In his doctoral dissertation he integrated spirituality, human development theories, and psychotherapy. He has served as a chaplain in several

facilities, including a prison and Arcadia Trails, a coed residential facility of Integris Hospital where he implemented a faith-based aspect. He has previously presented regularly at conferences in the US and at an International Conference.

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**Workshop Title:** Dishonored Service: The Charge to Support a Forgotten Cohort of Heroes!

**Workshop Presenters:** Tonya C Phillips, PhD,LCSW-C

**Workshop Abstract:** Social Workers support veterans, many of whom present with high risk complex concerns due to a host of military-related experiences. However, these challenges are heightened for service members who have a dishonorable discharge. This workshop will uncover the critical needs of this group and provide a holistic ecological framework for intervention.

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

- 1. Recognize the unique characteristics of this population and critically evaluate assessment and intervention strategies needed for effective practice.
- 2. Identify and discuss the role that faith, service and intervention have for this group of marginalized Veterans
- 3. Apply a ecological/person-centered framework to address the multifaceted needs of this specified sub-population

**Level of Presentation:** Advanced

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

**Workshop Description:** According to the Veterans Legal Clinic (2016), an estimated 16% of active duty service members do not receive an honorable discharge. Early attrition from duty with non-honorable discharges have significant implications and contribute to a host of clinical and psychosocial concerns. These concerns or challenges become more complex when the discharge from active duty is non-honorable. A non-honorable discharge is a disqualifier for these needed services with Veterans Affairs Administration and thereby, leave a host of vulnerable former service members in communities with spiritual, emotional and physical wounds. Treatment providers working with those with dishonorable discharges or their families should be able to recognize and respond to symptoms based on a holistic perspective and understanding of military culture to include relevance of the discharge characterization. A dishonorable discharge strips the former service member of entitlements and traditional veteran benefits. In addition, grief and loss, depression, abandonment, and trauma are key common presenting issues that may be underlying other clinical features (i.e substance

use disorders, homelessness) (Castro & Kintzle 2017). Persons with dishonorable discharges have higher incidences of mental illnesses, substance abuse, criminal involvement and suicidality (Brignone et al., 2017). Veteran populations present with a host of needs that require specialized integrated treatment approaches. As such, providing high-quality evidenced based care is a critical priority. This workshop will highlight the needs of a marginalized group within an already marginalized group. Religion and spirituality will be recognized not only as alternative coping resources but also as protective factors against anxiety, depression (Mitchell & Ronzio, 2011), and grief (Laurie & Neimeyer, 2008;). Bronfenbrenner (1979) comprehensive ecological systems approach to address the needs of this rising subpopulation is necessary in order to support and address the needs of this vulnerable group. Using this ecological systems approach as a foundation, this workshop will cover factors that amplify reintegration challenges for this population, and provide overview of an integrated assessment/treatment approach that centrally emphasizes holistic ecological approaches to care grounded in assessment of systems, faith as a coping strategy, resilience, and empowerment. Presenter plans to spend 15 minutes covering overview of characterization of discharge types to include overview of qualifiers for access to benefits and mental and spiritual impact of this type of discharge. The next 30 min of workshop will focus on overview of ecological framework and clinical intervention (evidenced based) with particular focus on concepts of faith, strength and resilience across military culture. The final 15 minutes of workshop will allow space for questions and answers and recommendation for intervention with this acute population.

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**Presenter Bio (s):** Dr. Tonya Phillips is a Licensed Clinical Social Worker and Licensed Certified Addictions Counselor. She earned Doctor of Philosophy In Social Work from Morgan State University (2018), Master of Social Work University of MD (2008), and Bachelor of Social Work Coppin State University (2007). Dr. Phillips has worked with the Department of Defense providing clinical care to front line active duty service members for more than a decade. Her research interests include the health and wellbeing of the Veteran community with specific interest in quality of clinical care. She is of Christian faith and has experience presenting at national, and local conferences. In addition to military career, she currently practices within a group practice in Baltimore city, providing evidenced based clinical care to Veterans, and first responders. She is trained in multiple evidenced based trauma protocols.

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**Workshop Title:** Social Work & Chaplaincy: A Versatile Role for Police & Community

**Workshop Presenters:** Sonia Medina Pranger, LCSW, PPSC

**Workshop Abstract:** Christians in social work have the unique skills to address the relationship between law enforcement agencies and the community through the Chaplain role. This workshop will discuss the police chaplaincy model as an approach in ministering to the community and law enforcement. Implications in education and training practices will be explored.

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

- examine the chaplain role and the connection to social work practice.
- explore the needs of communities and the rationale for police chaplains who are social workers.
- discuss how social work education programs can implement & design faith integrated curriculum in specialty areas such as chaplain work.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Social workers are liaisons in human service settings where there is a need for a multidisciplinary approach to enhance people's well-being. For example, social workers have specializations in practice settings labeled as medical social work or school social work. As such, Christians in social work have the unique skills to enhance community policing efforts as police chaplains. With current tensions in law enforcement surrounding social injustices, community stakeholders throughout the nation have convened researchers, social and political groups to discuss policing reform that addresses historic inequalities to community safety. Christian social workers are uniquely

designed to be liaisons in settings facing mistrust and deeply held wounds. This workshop discusses how Christians in social work can enhance the relationship between law enforcement agencies and the community through the Chaplain role. Though the exact origin is unclear in literature, chaplains' first account dates back to 1775 as George Washington established the first military chaplain program through the Army Chaplain Corps (Gouse, 2016). Traditionally this role consisted of providing spiritual care for those in the military. As the chaplain role surfaced in law enforcement agencies, the work's scope focused on officers needing spiritual care. However, over the years, the description has broadened to serve as liaisons between community citizens and police officers (Moosebrugger, 2006). The literature describes the chaplaincy model as a ministry of presence (Gouse, 2016) in times of crisis and trauma for both law enforcement officers and citizens in communities. Social workers attend to communities impacted by trauma, working from an ecological systems framework, social justice perspective, and trauma-informed lens. Beyond the expertise and skill that social workers bring in mediation and collaboration is the greater purpose of viewing all people as God's image-bearers. Christians in social work bring a particular blend of skill and spiritual care needed to bridge communities divided by difference and pain through the role of being a chaplain.

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**Presenter Bio (s):** Sonia Medina Pranger, LCSW, PPSC, is an Assistant Professor and Co-Program Director in the Social Work Department at Fresno Pacific University. She has over twenty years of social work practice experience in a variety of settings such as child welfare, hospital, schools, private practice, and social work education. She received her BSW, MSW, and PPS Credential from CSU, Fresno. Mrs. Pranger is currently a Ph.D. student at Regent University in the program of Counseling and Psychological Services, with an emphasis on Marriage and Family Ministry. She aspires to utilize her experiences and education to encourage other Latina women to pursue higher education. Mrs. Pranger lives in Fresno with her husband of 21 years and four children ages 17, 13, 12, & 9. She had a life-changing conversion at the age of 20 & has been attending her church, Family Worship Center in Sanger, CA ever since.

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**Workshop Title:** Finding Forgiveness for the Unforgiveable: Helping Couples with Infidelity

**Workshop Presenters:** Jim Raines, PhD, M.Div., MSW , Dr. Michael Weuste

**Workshop Abstract:** Infidelity is perhaps the most challenging issue confronting couple therapists and has a high prevalence in clinical and community settings. This workshop provides a systematic review of the literature. Key areas: types of infidelity, its prevalence, its psychosocial and functional impacts, managing disclosure, and working towards forgiveness.

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

- learn about the different types of marital infidelity.
- learn about the psychosocial impacts for both the unfaithful and faithful partner.
- learn the stages toward forgiveness for couples coping with infidelity.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:**

1. Key topics: Types & Prevalence (10 min)
  - Psychosocial & Functional impacts (15 min)
  - Managing disclosure (15 min)
  - Working toward forgiveness (20 min)

- Optional Case material (30 min).

2. Forgiveness will be examined as both an interpersonal and theological issue.
3. Workshop will blend scientific research and Biblical perspectives on infidelity.
4. Workshop will address evidence-based approaches to managing infidelity as well as ethical considerations for social workers, such as intimate partner violence, marital secrets, and sexual health issues.

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**Presenter Bio (s):** Jim Raines, Professor of Social Work , Ph.D. (Loyola University of Chicago), M.Div. (Fuller Theological Seminary), MSW (Columbia University LCSW Over 20 years of experience at international, national, and state conferences. 25 years as a professor, 15 years as a social worker

Dr. Michael Weuste, Professor and HHS Department Chair, Ashford University, LCSW in San Diego County. I am interested in using my experiences in clinical practice, academics, clinical supervision and program administration to invest in addressing human services needs within the San Diego County region through collaboration with various community providers while also making a mutually rewarding impact on those who wish to be providers and leaders in our future.

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**Workshop Title:** Psalm 85:10 Multidimensional Reconciliation Framework: A Macro Examination

**Workshop Presenters:** Lawrence Ressler, PhD

**Workshop Abstract:** This workshop will introduce a fourfold model of reconciliation for mediation and transforming conflict that involving Truth, Mercy, Justice, and Peace. Based on Psalm 85:10, the workshop will introduce issues and skills needed to understand the polarization of groups and move toward reconciliation.

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

- Learn the basic causes of conflict
- Learn a fourfold framework of factors required for reconciliation.
- Develop strategies to help communities move toward truthfulness, mercy, justice, and peace

**Level of Presentation:** Intermediate

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

**Workshop Description:** Conflict is an often-misunderstood state of being. Put most simply, conflict can be defined as differences that create tension. Tension, like hunger, is a God-given sense that provides a clue that something is needed, food in the case of hunger, and conversation in the case of tension. When experiencing tension, groups can either become alienated or be reconciled. This workshop is designed, first understanding the nature and dynamics of conflict. It is also designed to explore how to help groups move from being alienated to being reconciled. (20 minutes) The workshop will be based on a multidimensional framework consisting of four factors identified in Psalm 85:10:

Truth, Mercy, Justice, and Peace (TMJP) and elucidated by John Paul Lederach (*Building Peace: Sustainable Reconciliation in Divided Societies*, Eastern Mennonite University, 1994). Included in the workshop will be an introduction of skills needed to help individuals, families, groups, and communities move toward reconciliation. The skills include speaking and listening, forgiveness, making amends, and reframing. (20 minutes) Two examples of conflict from the book of Genesis will be used as case studies in the workshop: Jacob and Esau, and Joseph and his brothers. The presentation will include an analysis of the broader family dysfunction of the family of Abraham, Isaac, Jacob, and Joseph will be with the inter-generational pattern of lies, revenge, injustice, and need for separation. An exploration of how the alienation of Jacob and Esau as well as Joseph and his brothers developed will be presented as well as the changes that resulted in very powerful and inspiring examples of reconciliation. (20 minutes) The workshop will transition to the macro application of truth, mercy, justice, and peace and explore strategies for joint truth-seeking, reparations, forgiveness, and increasing the desire for unity in a polarized society. (30 minutes)

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**Presenter Bio (s):** Dr. Lawrence Ressler is Professor of Social Work and MSW Program Director at Cairn University. He is a trained mediator with a passion for being a peace-maker. He is a past board member and president of NACSW.

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**Workshop Title:** Guide Me Thy Great Jehovah: Black Men Leading During a Pandemic

**Workshop Presenters:** Dr. Telvis Rich, LMSW, EdD PhD Dr. Anthony Hill LICSW, LISW-CP, CFSW, ACSW, PhD

**Workshop Abstract:** Black social workers comprise an estimated 7% of the profession. A smaller percentage is comprised of Black men. During uncertain times, this unserved minority, Black men in Social Work, are often left to their own devices to cope with issues, to include the global pandemic.

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

- Examine how Christian Black men in Social Work employ prayer and meditation in secular workplace settings during the pandemic
- Apply spiritual coping as a strategy for self care and greater connection to God during the pandemic
- Identify how Christian Black male Social Workers embrace spirituality as support tool during uncertainty in the workplace during the pandemic

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

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

**Workshop Description:** During the session, the presenters will discuss how they employed spirituality as a coping strategy in the secular workplace during the global pandemic through personal accounts of prayer, meditation, consultant with other Christian Black males in social worker, and Biblical scriptures and principles. The use of spiritual coping as an essential strategy during the global pandemic will be presented. The topics will be covered in 60 minutes. More time can be used, if approved. The presentation aligns well with the Biblical teachings of Jesus to be our our brothers keeper and to care for one another (Galatians 6:2; Matthew 12:50). The ethical use of spiritual coping, developed by Dr. Kenneth Paragant, an international scholar and highly cited by human care researchers, to include, Dr. Harold Koenig, guides the presentation.

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**Presenter Bio (s):** Dr. Telvis M. Rich has over 25 years of leadership, teaching, mentoring, research, and social work practice experience. Currently, he is an Associate Professor at Long Island University in Brooklyn, NY. Dr. Rich is a licensed social worker and holds earned degrees in Social Work (BSW and MSW), a doctorate in Biblical Studies, and a doctorate in Human Development and Organizational Leadership. His research centers on Men in Social Work, Workplace Engagement and Inclusion, and Spirituality. Dr. Rich has previously presented at NACSW, NABSW, NASW-NJ, NASW-GA, CSWE APM, AAUP, and colleges across the nation. Dr. Rich has served as a school social worker, CEO of a large non-profit in GA, co-founder of an assisted living center, case manager in foster care practice, and educational consultant. Dr. Rich serves as the VP on the NACSW Board, member of CSWE's CCFD, and BPD curriculum chair.

Dr. Anthony J. Hill is the Chair of the Winthrop University's Department of Social Work. He holds a clinical licensure in social work with tremendously impactful practice expertise working with diverse client populations. Dr. Hill holds earned degrees in social work (MSW and PhD) from Howard University, a historically Black University located in Washington, DC, and a baccalaureate degree in Speech Communications and Rhetoric from Georgia Washington University. Dr. Hill is the founder and Chief Visionary Officer of AJH Training and Supervision, LLC. He has presented at national conferences, to include, but not limited to, NABSW, NACSW, NASW, CSWE-APM and social work practice local and regional workshops providing clinical trainings to new and experienced social workers. Dr. Hill's research is rooted in clinical practice, health, mental health, financial social worker, and spirituality.

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**Workshop Title:** A Ministry of Presence in an Online Environment

**Workshop Presenters:** Jean Roberson, DSW, LICSW

**Workshop Abstract:** The idea of presence can be foundational for the Christian social worker - God's presence in our lives and the calling to be present in the lives of others. Online social work education presents a structural barrier to teaching this in an experiential way. This presentation will explore specific types of technology we can use to create presence.

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

- articulate the role of presence in the online educational environment.

- gain experiential knowledge on types technology to enrich online education based on practice during the workshop.
- identify several forms of technology that can be used in the online environment to create presence.

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

**Target Audience:** Social Workers, Educators

**Workshop Description:** In teaching the practice classes in an MSW program, I always begin with a discussion on the presence of God in our lives. We talk about the role of this belief and how the knowledge that God is always with us counteracts the isolation that so often characterizes our coping with difficulties. From there, we talk about the calling to social work and how it is often a calling to be present, which can be more powerful to a person's coping and healing than the specific intervention we create. Knowing the best way to teach this to MSW students is to live this out, I prioritize being present with them in an effort to work via parallel process to model and enable them to experience the ministry of presence. This does not mean that we spend a significant amount of time together but, instead, that the time spent together is focused and customized to their needs. While I ground these ideas in Christian beliefs, these assertions are congruent with pedagogical teachings. The teachings of bell hooks (1994) include an emphasis on the role of body and presence in the education process. Extending this to even the online environment, the Community of Inquiry (COI) framework argues the foundational nature of presence (Garrison, Anderson, & Archer, 1999). For both formats, presence is valued and prioritized. Yet, we struggle with accomplishing presence in an online environment. Moving social work education to an online environment creates a structural barrier to accomplishing this which threatens to undermine the very content we teach. As a result, our social work department has implemented several forms of technology to help us create presence and customization for our online students. These include Pronto, simulation, telepresence robots, and virtual reality. Not to limit the challenge to the education system, these are challenges faced by social worker in practice, as well. As hospitals and resources continue to close, social workers face real issues of access and equity. The ability to extend our reach via technology - a technology that emphasizes presence and relationship - is one we must continue to develop. This presentation will present the scholarship behind the idea of presence in both in-person classes and online classes, discuss forms of technology utilized in our program, and allow participants to practice with the various forms of technology to learn and explore possibilities.

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**Presenter Bio (s):** Dr. Jean Roberson, LICSW, serves as Assistant Professor and Director of Field Education for Samford University's MSW program where she teaches both in-person and online classes. Dr. Roberson's research focuses on the scholarship of teaching and learning, which has resulted in several publications and presentations. Currently, she is partnering with a statewide agency in Alabama to explore the use of telehealth in creating access to services across rural areas. Previously, Dr. Roberson worked in a national parachurch organization leading a national workforce development program and managing the development of church curriculum. She serves as Assistant Editor for Special Issues for *Social Work & Christianity*.

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**Workshop Title:** Organizational Trauma & the Responsibility of the Faith-Based Agency Leader

**Workshop Presenters:** Legon Roberson, LMSW

**Workshop Abstract:** This workshop will provide an understanding of organizational trauma and help agency leaders implement simple, strategic preparations for when trauma occurs. Using case studies, we will establish that for faith-based agencies, strategic planning for organizational trauma is an essential element of being a good steward of our resources.

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

- develop an understanding of organizational trauma and be able to identify different types of trauma that faith-based organizations may face.
- analyze two case examples of organizational trauma & recognize where strategic planning could have made a difference in the response to the trauma.

- recognize the responsibility that leaders in agencies have to those that they serve & that they serve alongside as they respond to trauma.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Organizations can face trauma much like trauma can be experienced by individuals, families, and communities. Trauma experienced by organizations can be experienced in the face of painful episodes or events, ongoing wounding experiences, or cumulative difficulties due to the nature of the work. Collective trauma is described in this way, "At any level, trauma is an experience for which a person, family, or group is emotionally and cognitively unprepared, an experience that overwhelms the self-protective structure and leaves the person, family, or group feeling totally vulnerable and at least temporarily helpless (Vivian & Hormann, 2013, pg. 2). Types of organizational trauma include layoffs, mergers and acquisitions, violence in the workplace, death or serious injury, natural disaster, major reorganizations, the turnover of senior leadership or sudden loss of key talent (Jacobsen, 2012). Organizational trauma is part of the life cycle of an organization. Does that mean that there are no ways to prepare or plan for our response to traumatic circumstances? No. Since we know that organizational trauma may occur, we have a responsibility as agency leaders to ensure that we have done everything we can to prepare our organizations to weather traumatic circumstances. While having these strategic plans and policies in place will not always prevent traumatic events from happening, it does give agencies a framework for responding when these events occur. It is important to remember that trauma does not have to be fatal for organizations and that much like people, organizations are resilient and traumatic experiences can be a springboard for significant growth (Alexander, 2021). It is our responsibility in faith-based organizations to operate with sound strategies and policies as a way of being good stewards of our resources. The ramifications for those we have been called to serve and serve alongside can be significant if we do not do this effectively. A lack of strategy can impede our ability to fulfill both our Biblical and ethical mandates in service to others. The purpose of this proposed workshop is to help faith-based agency leaders establish an understanding of organizational trauma, recognize potential vulnerabilities of the organization that could open the agency up to trauma, and identify methods of preparing for and responding to trauma when it occurs. Participants will use case studies to outline methods of strategic planning, HR management, and Board of Directors training and engagement to help establish a roadmap for responding to organizational trauma. Organizational trauma can have a significant impact on clients served by agency, the agency staff, leadership and Board of Directors, and the broader community. Without a strategic response, agencies run the risk of doing harm, which impedes the mission of the agency and the valuable work that we are called to do.

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**Presenter Bio (s):** Legon Roberson is a Licensed Master Social Worker in the State of Tennessee and works as the Director of Marketing and Continuing Education for the Union University School of Social Work. She has a BSW (2012) and MSW (2014) from Union University and is presently a student in the Union MBA program. Legon spent six years working in the non-profit sector prior to joining the staff at Union. Throughout that time she gained experience in non-profit strategic planning, grant writing, and program development, which informs her teaching in her Social Work with Communities and Organizations class for traditional undergraduate students.

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**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

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

**Workshop 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.

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**Workshop Title:** The Impact of Authoritarian Community on Adolescent Substance Use

**Workshop Presenters:** Aynsley Scheffert, MSW, LICSW Wesley Furlong MSW

**Workshop Abstract:** This presentation addresses the socioenvironmental factors which impact adolescent substance abuse based on a study conducted by the primary investigators utilizing secondary data analysis of nationally representative samples. Implications for social work practice with adolescents, families and communities will be examined.

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

- understand the socioenvironmental factors which impact adolescent substance use.
- understand "authoritarian community" and how to build protective factors for adolescents through authoritarian community supports.
- understand the impact of "active parenting" on adolescent substance use.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:**

1) I Introduction of relevant research on adolescent substance and protective factors. (10 minutes)

A Community Factors, B Family Factors, C School Factors, D Peer Factors

II Methodology of Current Study (10 minutes)

A NSDUH Data Set, B Variables and factor analysis, C Analysis

III Results of the current study (30 minutes) - A Relationships between adolescent substance use and authoritarian community factors

1. Active parenting and adolescent perception of substance use

2. Adolescent perception of substance use and substance use

3. Community protective factors (a. School, b. Religious organizations)

IV Implications for social work practice (30 minutes)

A. Implications for micro-level practice (1. With adolescents individually, 2. With families), B. For increasing protective factors within community organizations (1.

Implications for church leaders, 2. Implications for schools)

V. Questions (10 minutes)

2) We will discuss the importance of "authoritative communities" as a protective factor for adolescent substance use and how religious communities in particular can foster the types of relationships that are correlated with lower adolescent substance use rates when parental engagement is low. We will also share data on levels of religious engagement

and perceptions of religion in relationship to risk and protective factors for adolescent substance use.

3) This study examines a specific type of social cohesion we refer to as "authoritative community." It is informed primarily by social learning theory. Diana Baumrind's research on parenting styles and Bowen's work on family systems also informed our hypothesis and selection of independent variables. "Active" or "Positive" parenting is a latent variable based on a factor analysis of 4 survey questions related to parental engagement.

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**Presenter Bio (s):** Aynsley Scheffert, MSW, LICSW - Predoctoral Research Fellow – Psychotherapist - Master of Social Work earned through the University of St. Thomas/St. Catherine's University, St. Paul, MN, May 2015. I have presented for multidisciplinary conferences around the United States and locally in Minnesota on ADHD, Mindfulness, and Complex Trauma in children and adolescents. I am currently employed through Zumbro Valley Health Center in Rochester, MN as a psychotherapist and through Baylor University as a Pre-doctoral Research Fellow while completing my PhD in Social Work with Baylor University's Garland School of Social Work.

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**Workshop Title:** Review of Year Trial of Unique Virtual Counseling Tool, The Forgiving Path

**Workshop Presenters:** William Senyard, DMin Amy Keahi LBSW

**Workshop Abstract:** This session describes the results of a 12-month trial of a unique on-line Christian counseling tool, The Forgiving Path, at a Midwest social work ministry. Scientific before and after surveys were used to determine the tool's effectiveness as a counseling enhancement based upon four accepted forgiveness therapy measurements.

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

- Evaluate the efficacy and effectiveness for social work counseling of on-line counseling tools and in particular, the Forgiveness Therapy tool, The Forgiving Path.
- Understand how trials of on-line instruments can be done. Not-for-profits need to be able present cost effectiveness to Board members and potential donors.
- Understand and articulate the four scientific measurements used in Forgiveness Therapy and in particular the popular TRIM-18 survey tool.

**Level of Presentation:** Intermediate

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

**Workshop Description:** The Covid Pandemic has dramatically affected how we do ministry. We can no longer count on 100% face to face interactions. One survey found that 80% of companies plan to allow employees to work remotely at least part of the time after the pandemic. 78% believe that remote collaboration is here to stay for the long-term. Online doctor services (WebDoctors) already use technological innovations to allow physicians to treat patients over the Internet. What will this dramatic new trend mean to future social work? How will counselors continue to offer excellent care if face-to-face meetings are limited, unsafe or uncomfortable to both counselors and clients? We need to look to new technologies, including evidence-based on-line resources to enhance what we have done in the past. This session describes the results of a 12-month trial of a unique evidence-based on-line Christian counseling tool, The Forgiving Path to determine its effectiveness as an enhancement to existing social work practices. The trial was accomplished from June/2020 to June/2021 at Atlas, a Midwestern, faith-based, non-profit, social work ministry. Scientific before and after surveys were used to determine the tool's effectiveness as a counseling enhancement based upon four accepted forgiveness therapy measurements. The Forgiving Path is the leading Christian on-line forgiveness therapy tool. The Forgiving Path utilizes modified on-line Transgression-Related Interpersonal Motivations Inventory (Trim-18) for before and after user self-assessment surveys. Trim is among the most used Forgiveness Therapy measurement devices. It assesses revenge, avoidance and benevolence dimensions of forgiveness. The Forgiving Path has added the measurement of experienced justice to be more in-sync with the Biblical theology related to forgiving. The Forgiving Path takes 2-3 hours on-line. Users are sent immediate results of changes based upon the four measurements. Too often, effective forgiveness therapy requires specialist or special training and can be quite costly. The Forgiving Path has fully integrated Biblical theology, forgiveness therapy, neuroscience and attachment theory in a way that is easy for counselors and users to understand and benefit from. The Forgiving Path provides users a unique, and evidence-based, virtual learning experience while they explore a fresh biblical approach to forgiving actual unresolved crimes and hurts in a safe setting. The presenters will describe the trial, study results (based upon user reported before and after surveys) along with user testimonies.

Outline: 15 minute: Introduction, Overview of Trial, Before and After Surveys, actual trial results and Implementation and Budget approaches (Amy K.- Atlas Director)

20 minute: History and Goals of the Forgiving Path (Dr. Bill S., Gospel App Ministries)

15 minute: Testimonies from Users (Amy K.)

10 minutes: Questions and Dialogue (Bill and Amy)

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**Presenter Bio (s):** Dr. Bill Senyard's (DMin) career has taken him from being an engineer, strategic management consultant, co-owner of an Inc. 500 high tech company to church ministry where he served multiple congregations as a Lead Pastor over 25 years. He is a popular conference and convention speaker here in the US and Canada as well as abroad. He has written over a dozen books or workbooks on a wide range of topics including, most importantly related to this seminar, how Christians can effectively and Biblically forgive others. The Forgiving Path was created eight years ago as a physical forgiveness therapy intervention mechanism as part of his Doctoral thesis (2012 Missio Seminary). The Path was put online in 2015 so that it would be accessible to more hurting people. Over 1000 Christians have now been through the Path and the scientific self-reported results are very positive.

Amy Keahi (LBSW) has been practicing social work since she graduated from Northwestern College in Orange City, Iowa in 1997. Amy has served people in various social work fields before landing at ATLAS (Attaining Truth, Love and Self-Control) in Sioux Center, Iowa. ATLAS is a nonprofit ministry that seeks to help hurting people in the name of Jesus, where Amy has been the Director since 2005. Amy has experience in working with adults with traumatic brain injuries, developmental disabilities, behavioral



health intervention services, and is currently in an administrative capacity where anyone with hurts can receive services free of charge.

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**Workshop Title:** Examining Views on Race, Policing, BLM, Protests and Justice in Social Work

**Workshop Presenters:** Eydie Shypulski, D.Min, MSW, LICSW Shelly Smart DSW, MSW, LICSW Mary Kirk Dr. Jay Palmer Professor

**Workshop Abstract:** What are the views and perceptions of social work students regarding race, policing, Black Lives Matter, protests and justice?

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

- Understand the responses of social work students in faith-based and state funded schools to the current social justice and change movements.
- Gain knowledge of social work education's impact on social justice and advancing equity.
- Apply the survey findings to current social work education and identify areas for change and overcoming barriers to motivating students for change.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Educators

**Workshop Description:** The exploratory research project seeks to answer the following question: "What are the views and perceptions of social work students regarding race, policing, Black Lives Matter, protests and justice?" Quantitative and qualitative findings will be shared along with insights for future needs of social work curriculum and field training in faith-based institutions to respond to social justice and anti-racism movements.

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**Presenter Bio (s):** Dr. Eydie Shypulski Associate Professor, Department of Social Work Chair, MSW Program Director Doctorate, Bethel Seminary MSW, Saint Louis

University BA in English Literature, Asbury University MSW, LICSW Presented at NACSW, CSWE/ APM, MCSWE

Children, families, mental health, and public policy are areas of interest within Shelly's practice of social work. Shelly has conducted Participatory Action Research examining Medicare's quality standards for transitioning adolescents with mental illness into adult systems of healthcare and is a certified supervisor for the Minnesota Board of Social Work and Minnesota Board of Behavioral Health and Therapy. She has a BA in social work from Bethel University (1994), MSW from the University of Minnesota - Duluth (2001) and a DSW from Capella University (2013). I have been a full time faculty member with The College of St. Scholastica Social Work Department since 2014.

Mary Kirk Winona State faculty DSW, MSW, LICSW Mary began teaching at Winona State University in the spring of 2014. She has held appointments in both the Child Advocacy Studies (CAST) program and the Social Work BSW Program. Mary serves as the BSW Hybrid/Field Coordinator at WSU-Rochester. In May of 2019, Mary completed her Doctorate of Social Work (DSW) from St Catherine University and the University of St Thomas in St. Paul, Minnesota. She has a B.A. in Sociology from Marquette University in Milwaukee, Wisconsin and an MSW from the University of Iowa in Iowa City, Iowa. Mary is a Licensed Independent Clinical Social Worker in Minnesota.

Dr. Jay Palmer joined the faculty at Winona State University in 2007. He received an AS in Health Science in 1985 and worked as a psychiatric nurse before earning a BS in Human Services from California State University Fullerton in 1992. Jay received an MSW from California State University Long Beach in 1995, and a PhD in Social Work at the University of South Carolina 2009. His social work practice experience includes the areas of HIV/AIDS, homelessness, gang involved youth, mental health, and persons with developmental disabilities. As a board member, Jay has worked with organizations that support LGBTQ persons, and ones that address sexual assault and intimate partner violence.

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**Workshop Title:** Advancing Equity and Justice in Social Work Education

**Workshop Presenters:** Eydie Shypulski, D.Min, MSW, LICSW Shelly Smart DSW, MSW, LICSW Mary Kirk Dr. Jay Palmer, PhD, MSW, LICSW Professor of Social Work Winona State Univeristy

**Workshop Abstract:** During this presentation social work educators will share the journey of organizing workshops, partnerships formed, and results from participants surveys that explore the present and future need for anti racism training and resources within social work curriculum and field education.

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

- Understand the process to build a virtual workshop series in response to community social injustice
- Gain knowledge of social work education's impact on social justice and advancing equity.
- Identify areas of need for future social work training and education in areas of social justice and anti racism.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Educators

**Workshop Description:** Social work education has long-lasting consequences for the field, its scholars, students, practitioners, policymakers, and clients. A group of social work educators in the state of Minnesota responded to the George Floyd murder with an organized three part virtual workshop series to examine the historical overview of social work education, principles and practices for advancing equity in the field, and implementing equity in social work education. During this presentation social work educators will share the journey of organizing workshops, partnerships formed, and results from participants surveys that explore the present and future need for anti racism training and resources within social work curriculum and field education.

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Torres-Harding, S. R., Steele, C., Schulz, E., Taha, F., & Pico, C. (2014). Student perceptions of social justice and social justice activities. *Education, Citizenship and Social Justice*, 9(1), 55-66. <https://doi.org/10.1177/1746197914520655>

**Presenter Bio (s):** Eydie Shypulski - Associate Professor, Department of Social Work Chair - Dr. Eydie Shypulski has served as the chair of the Department of Social Work at Bethel University in St. Paul, MN for the past six years. Research and practice interests include environmental justice, the theology of justice and community practice. In the fall of 2021, she will step into the role of MSW program director at Bethel's new justice-informed MSW program.

Children, families, mental health, and public policy are areas of interest within Shelly's practice of social work. She has conducted Participatory Action Research examining Medicare's quality standards for transitioning adolescents with mental illness into adult systems of healthcare and is a certified supervisor for the Minnesota Board of Social Work and Minnesota Board of Behavioral Health and Therapy. Shelly has a BA in social work from Bethel University (1994), MSW from the University of Minnesota - Duluth (2001) and a DSW from Capella University (2013). I have been a full time faculty member with The College of St. Scholastica Social Work Department since 2014.

Mary began teaching at Winona State University in the spring of 2014. She has held appointments in both the Child Advocacy Studies (CAST) program and the Social Work BSW Program. Mary serves as the BSW Hybrid/Field Coordinator at WSU-Rochester. In May of 2019, Mary completed her Doctorate of Social Work (DSW) from St Catherine University and the University of St Thomas in St. Paul, Minnesota. She has a B.A. in Sociology from Marquette University in Milwaukee, Wisconsin and an MSW from the University of Iowa in Iowa City, Iowa. Mary is a Licensed Independent Clinical Social Worker in Minnesota.

Dr. Jay joined the faculty at Winona State University in 2007. He received an AS in Health Science in 1985 and worked as a psychiatric nurse before earning a BS in Human Services from California State University Fullerton in 1992. Jay received an MSW from California State University Long Beach in 1995, and a PhD in Social Work at the University of South Carolina 2009.

His social work practice experience includes the areas of HIV/AIDS, homelessness, gang involved youth, mental health, and persons with developmental disabilities. As a board member, Jay has worked with organizations that support LGBTQ persons, and ones that address sexual assault and intimate partner violence.

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**Workshop Title:** God as Co-Regulator: Engaging Faith in Challenging Times

**Workshop Presenters:** Cathi Spooner, LCSW, RPT-S

**Workshop Abstract:** Examining our experience of God through a neuroscience and attachment lens provides an avenue to help clients achieve a deeper understanding of their relationship with God, themselves, and their relationship with others. Participants will learn to help clients access their faith and build resiliency using God as their "co-regulator."

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

- describe the neurobiology of early attachment development and experiences
- explain the concepts of emotion regulation and co-regulation
- explain the role of attachment in our beliefs about self, others, relationships, and our experience of God

**Level of Presentation:** Intermediate

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

**Workshop Description:** This workshop examines the role of neuroscience and attachment to recognize how our early relationships with caregivers influence our understanding and experiences of God. Throughout the Bible, God is referenced as "Father," "Rescuer," "Comforter." These concepts have their roots in experiencing God as a secure attachment figure. But what if our experiences in childhood with our earthly father (and/or mother) did not provide us with secure attachment experiences? How does that influence the way in which we experience God and our ability to engage our faith in God during challenging times? What does co-regulation mean and how does that relate to our ability to access our faith and our relationship with God to help us tolerate our emotional distress during challenging times? As "relational beings," humans are created

to be in connection with others, and deep healing occurs best within caring, safe relationships. These are important concepts for Christian social workers to understand when helping clients during difficult times. Helping people engage their faith and access their internal resources for building resiliency skills is an important aspect of helping others when they experience challenging times. But, how can clients deepen their relationship with God to use God as their "co-regulator" if they believe God has abandoned them or they are unable to access their faith to increase their resilience? The key is to recognize the role of attachment in one's ability to tolerate emotional distress as well as how early childhood experiences influence our experience of God. This provides an important lens to help clients to explore their beliefs about God and find ways to access their faith. This workshop encourages Christian social workers to use the power of strong, safe therapeutic relationships by respecting the unique individuality of their clients, respecting culture, and meet them "where they are" with compassion to help their clients connect with God and engage in the healing process.

40 minutes: Discuss the relationship between early caregiver experiences and attachment neurobiology. Discuss the neurobiology of safety and social engagement and its impact on our relationship with God. Discuss co-regulation and emotion regulation.

20 minutes: Discuss the generational impact of attachment and the importance of changing insecure attachment patterns for healing and accessing faith. Discuss the importance of helping people heal within relationships. Discuss the need for maintaining safety within the therapeutic relationship to facilitate change. Teaching skills to identify core beliefs about self, others, relationships and God

20 minutes: Activity- Identify core beliefs about self, others, and relationships and the ways in which this influences your experience of God; Explain "Lies & Truth" Activity

10 minutes: Questions & Discussion

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**Presenter Bio (s):** Cathi Spooner became a licensed clinical social worker in Virginia in 1997. She is currently licensed as an LCSW in Utah and Nevada. She earned her Masters of Social Work with a specialization in Child and Family Welfare from Virginia Commonwealth University in 1992. She's a Registered Play Therapist Supervisor, certified in Basic Sand Therapy, a Certified Trauma Specialist - Clinical (currently inactive), and Foundationally trained in Dialectical Behavior Therapy. Cathi has worked with children, adolescents, and their families since 1982 in settings such as special education, residential treatment, outpatient and intensive treatment, and homeless shelter settings. She is an experienced trainer and consultant to help mental health professionals working with children, youth, and families integrate play therapy and expressive arts in the treatment process.

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**Workshop Title:** Working with the Disenfranchisement of Pregnancy Loss



**Workshop Presenters:** Sharon St Pierre, LCSW

**Workshop Abstract:** Research shows that 9 out of 10 women do not know where to go for healing after an abortion. Men are also impacted by a pregnancy loss. Research also shows that little training is given to help those struggling with this loss. This workshop provides knowledge and interventions on how to assess and begin working with those impacted by this grief.

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

- identify the prevalence of undiagnosed disenfranchised grief pertaining to reproductive loss
- implement 3 approaches to working with the disenfranchised grief of pregnancy loss.
- articulate at least 3 techniques for the amelioration of reproductive grief.

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

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

**Workshop Description:**

I. Understanding Reproductive loss (total of 30 mins) A. Definitions and showing statistics of its prevalence. B. Introducing researched-based Perinatal Grief Scale. C. Describing Disenfranchised Grief

II. Elements of Grief Counseling (total of 30 mins) A. Discussing potential impact on mental health, including spiritual. B. Introducing grief through Worden's perspective C. Introducing grief through the Merciful Companion Model

III. Application (total of 30 mins) A. How to screen for pregnancy loss. B. Discussing 1 to 3 interventions in ameliorating disenfranchised grief

This presentation comes from a Christian perspective of promoting a nonjudgmental environment for the exploration of pregnancy loss, to focus on healing. A recent study showed how women in particular, fear judgment when they reach out for help. The stigma of talking about abortion or miscarriage is common in churches and communities in general. Social workers are key personnel to identify and facilitate the disenfranchised grief of men and women. The exploration of cultural and spiritual values can impact one's healing. A grief perspective using Worden's model promote a thorough approach to uncover different experiences of the loss. the model for healing used by the Archdiocese of Los Angeles is presented. The presentation incorporates professional cases illustrating the points stated above so that participants feel equipped when they return to their places of work.

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**Presenter Bio (s):** Sharon St Pierre, Merciful Companion Coordinator for ByYourSideLa from the Archdiocese of Los Angeles, earned her Master's in Social Work from the University of Southern California in 2000. She has been licensed for 15 years working the past almost 6 years leading the healing ministry for those men and women impacted with a pregnancy loss. She created the Merciful Companion Ministry that trains lay folks on how to offer this initial help. She has spoken about the disenfranchised grief of pregnancy loss to different audiences such as deacons in training, parish leaders, bereavement groups in the last 6 years. Additionally, she trains mental health clinicians on how to work with this population through a different agency and has presented on numerous NASW Conferences throughout the country. She has been the clinical supervisor for a non profit in Orange County for the past 7 years.

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**Workshop Title:** Equipping Faculty in Critical DEI Conversations at Christian Institutions

**Workshop Presenters:** Valerie Stokes, PhD, LISW

**Workshop Abstract:** Social work educators can assist higher education beyond university diversity statements to faculty critical conversations. Building on diversity inclusivity frameworks, Bledsoe and Setterlund's narrative storytelling approach (2020) and Harrell's (2018) Mindfulness SOUL-Centered practice, we explore engaging faculty in DEI critical conversations.

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

- Discuss mindfulness practices that support critical DEI faculty conversations

- Explore a narrative, storytelling approach to create inclusive campus communities
- Consider faith imperatives to challenge status quo and white supremacy at the institutional level

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

**Target Audience:** Educators, General Audience

**Workshop Description:** In a recent article for the Chronicle of Higher Education (2021), Bartlett claims we are in a watershed moment for higher education and antiracism, and he is right. In the wake of George Floyd's death, numerous colleges and universities made statements toward structural change. Many, as did CSWE, trust the work of Ibram X. Kendi (2019), *How to be an Antiracist*, for guidance moving forward. In Christian colleges and universities, the CCCU (Coalition of Christian Colleges and Universities) leaned into Jemar Tisby's (2021), *How to Fight Racism: Courageous Christianity and the Journey Toward Racial Justice*, in its creation of a new curated web Racial and Ethnic Diversity Resources for its 100+ member institutions. Leadership in higher education is taking notice, but how can we move from statements to university-wide honest critical conversations within our institutions? Building on the diversity inclusivity framework proposed by T. Laird (2011), Bledsoe and Setterlund's narrative storytelling approach (2020), and Harrell's (2018) SOUL-Centered practice, we will explore how to engage faculty at predominately White Christian higher educational institutions in critical DEI conversations. Social Work training and experience offers higher education institutions the expertise to equip other non-social work faculty on campuses to develop inclusive classrooms and campuses. In what ways, and with which strategies, can Social Work faculty promote transformative change within their institution and with other faculty? As a profession, we are committed to institutional and systemic change, including the institution of higher education in academe. Promoting this change means intentional efforts toward individual faculty development as well as structural change in institutions, and in this case at historically White Christian campuses housing social work programs. We will explore how to influence non-Social Work colleagues' DEI practices and personal transformation. Dr. Harrell's work in Mindfulness and racial identity development theory offers promise toward creating brave spaces in engaging critical DEI conversations. How can we awaken faculty to this conversation and engage in inclusive practices in their classrooms? We will explore mindfulness practices to help faculty understand their own fight-flight-freeze response during critical DEI conversations. Contemplative practices allow oneself to remain in hard conversations. What difficult questions must faculty ask of themselves to create inclusive classrooms and engage culturally responsive pedagogy? Utilizing a narrative storytelling approach by Bledsoe and Setterlund (2020), we will explore ways that we can influence the implicit environment on the campuses of predominately-White faith-based institutions. How can Social Work faculty help these institutions tell a truthful story about their past and future utilizing their faith stories?

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**Presenter Bio (s):** Dr. Stokes joined Northwestern's social work department after serving as executive director of The Bridge, a transitional housing agency in Orange City, Iowa. She previously spent seven years as a therapist at Northwestern, including four as co-director of student counseling services. She also has worked as a program supervisor at the Council on Sexual Assault and Domestic Violence and as a social worker at the Crittenton Center in Sioux City. A licensed independent social worker and licensed master social worker, Stokes holds a doctorate in human development and educational psychology. She was the 2012 recipient of the college's Teaching Excellence Award.

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**Workshop Title:** Love Your Neighbor Collaborative: 4 Years Later, the Rest of the Story

**Workshop Presenters:** Marni Straine, DSW Daphne Thomas LCSW Mandy Smith, Dr. Jennifer Costello, DBH, MSW, LCSW, CPP Rebecca Sorola (student) Fatima Baldelomar (Student)

**Workshop Abstract:** This presentation focuses on addressing homelessness through partnerships between three social work programs, local government and nonprofits. A grant guides the placement of 15+ interns in faith-based programs bridging gaps and building community relationships. Perspectives will be shared from interns, the project manager and professors.

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

- Discuss relationship building with Faith Based Organizations and potential value conflicts between these community leaders, professors, and interns.
- Identify key factors in developing community partnerships
- Articulate the bi-directionality of capacity building between FBOs and communities

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** This presentation is structured to discuss relationship building with faith based organizations, utilizing social work interns to bridge gaps in services for at-risk individuals and families, and creating a network of programming for those in need. Time will be spent on the value of partnering with faith organizations as well as the possibilities for capacity building within congregations and on behalf of the communities they serve. Some focus will be given to the intern's experience and the lessons learned in serving their professional and educational needs. Additionally, the dynamics of developing a network of collaborating partners focused on being gap closers for community needs will be discussed.

A faith & spirituality component the presentation will address is the varying expectations of faith-based leaders, interns, and professors around religious practices while partnering to serve diverse communities.

Historically, faith-based and government institutions took turns providing support and resources for families living in poverty and homelessness. It was not until the late 20th century that non-profit (NPO) agencies were developed to specifically address the issue of homelessness. This presentation considers how historical approaches to addressing homelessness fell short and how current siloed strategies leave wide gaps in service provision. Our presentation demonstrates that collaborative efforts being made by FBOs, government entities, and NPOs are succeeding in reducing siloed service provision and increasing capacities for long-term, permanent solutions.

This presentation is rooted in the evidence-based practices of Housing First Methodology with a cultural humility lens, Theory of Change within a Systems Framework, and Normative Re-Educative Strategic Methods. The Theory of Change (TOC) has been a relevant framework in LYNC's implementation. It considers large system infrastructures and looks at long-term, slow methodical shifts to achieve goals, giving outcomes a better chance at longevity. This presentation will demonstrate how these frameworks have guided the success and growth of LYNC.

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**Presenter Bio (s):** Marni Straine, MSW, DSW, is a Social Worker and an Assistant Professor in the Social Work Department at La Sierra University in Riverside, CA. Prior to teaching, Dr. Straine worked as a school social worker doing play therapy. She spent the majority of her field work in child welfare as a social worker at Child Protective Services and working in transitional housing for emancipated foster youth. Dr. Straine has served the University in a number of roles, including interim Title IX Director and

Interim Service Learning Director. Since completing her doctorate, she has narrowed her area of research interest to collaborative practices among various service sectors, specifically the role that faith based organizations have in addressing social challenges. She is one of the founding members of LYNC and currently sits on the steering committee.

Daphne Thomas is a Licensed Clinical Social Worker, an Associate Professor and the Field Director in the Social Work Department at La Sierra University, in Riverside, CA. Prior to working in academia, she served as a social worker in a variety of settings including the foster care system and as school counselor in a K-12 setting. She has been active at the University helping revise programs for incoming freshmen and serves on committees with the Office for Student Life. In the community, she especially enjoys collaborating with community partners to match volunteer resources with needs to improve the well-being of the populations served. She is one of the founding members of LYNC and enjoys facilitating poverty simulations.

Dr. Mandy Smith holds a B.A. and M.A. in Sociology and a Doctorate of Management in Organizational Leadership from University of Phoenix. She has been teaching in higher education for 14 years from the Associate to Master's level, including 12 years at University of Phoenix. In addition, she has taught/lectured at Riverside Community College, University of California, California Baptist University, and La Sierra University. She has been a social worker in various capacities for five years and is currently the Program Coordinator for LYNC through Path of Life Ministries. In addition, she has served on various committees and boards, including Riverside International Relations Council and RUSD LCAP Advisory Committee to advocate positive change in her community. As a born and raised resident of Riverside, CA, she is passionate about serving and giving back to those within her hometown.

Dr. Jennifer Costello, DBH, MSW, LCSW, CPP, is the Field Director for the Master of Social Work Program, Assistant Professor of Social Work. Dr. Costello has specialized experience in the area of integrated behavioral health, including addressing adverse childhood experiences and social determinants of health in primary care. In addition, Dr. Costello has extensive experience working with military, veterans, and families in clinical practice. Dr. Costello also provides capacity building trainings for churches, pastors and faith-based organizations who have a heart and desire to reach individuals and families who are dealing with mental health and addiction issues. Dr. Costello believes that the religiously affiliated organizations serve as an important point of entry for those in need of help, support, mental health services. Through her work the CBU MSW program has partnered with over 25 churches who now have social work interns placed in their organizations.

Rebecca Sorola is a graduate Social Work student at California Baptist University. She has interned with the LYNC program and the Grove Community Church in their Village Housing program. She enjoys working with faith communities to address social issues and build a stronger sense of community. Her goal is to eventually obtain clinical

licensure and work with vulnerable populations, such as survivors of human trafficking and foster youth.

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**Workshop Title:** Building a Community of Care for Transracially Adopting Families

**Workshop Presenters:** Hope Haslam Straughan, PhD, MSW, ACSW Jane Hoyt-Oliver PhD, LISW-S

**Workshop Abstract:** This session will review the unique characteristics of transracially adopted children with histories of trauma and consider ways in which the local congregation can be a place of acceptance, and support. Scriptural motivations for engagement with these children in anti-racist practices, and trauma-informed shared understandings will be discussed.

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

- 1.) Identify a scriptural basis for a motivation to create a culture of care.
- 2.) Describe components of a congregational culture of care, embracing racially diverse adopted children with histories of trauma.
- 3.) Understand how aspects of parental privilege can affect family development & family cohesion in transracially adopting families.

**Level of Presentation:** Intermediate

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

**Workshop Description:** This session will be presented by 2 social workers who have both significant personal and research experience with transracial adoption. The presentation will provide information on our ongoing research and provide space for questions.

The format will be as follows: Introduction: of presenters, & of overall topics for presentation (5 min)

Deep dive: An overview of the unique characteristics of transracially adopted children with histories of trauma, based on presenters' research, as well as relevant current literature. (20 min)

Exploration of intentionally building a culture of care: Why providing holistic community-based care assists children, their families as well as members of congregations. Utilizing a review of relevant scripture, the model calls congregations to engage and support the least of these, children and orphans, and those in need of a family. current literature, and practice wisdom of presenters (15 min)

Discussion and implications: for personal engagement, as well as identified needs for future research (10 min)



Q&A: for full group response to ideas shared, questions posed to presenters and others, and final comments (10 min)

Presenters have recently duplicated prior research on parenting in transracial adoption and will utilize that work as well as some of the family narratives to inform recommendations for creating a culture of care in congregations. Current social work and congregation-specific literature will be brought in to support and add to these personal experiences. Current social work and related literature will inform the trauma-specific and anti-racist approaches to be discussed. One of the presenters is actively leading an effort to create a culture of care in her own congregation based on a model developed by Fostering Hope of New England, and these best practices will be shared as well as lessons learned over the 2 years of recruiting, training, and implementing this model. Additionally, experiences shared by state child welfare social workers in response to the outpouring of congregational support for families involved with the state, will further inform ideas for engagement.

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Hoyt-Oliver, J., Haslam Straughan, H., & Schooler, J. (2016). *Parenting in Transracial Adoption: Real Questions and Real Answers*. Santa Barbara, CA: Praeger.

Scales, T.L., & Straughan, H.H. (2014). Making Peace in a World of Violence: Families and Congregations Participate in Healing Hurt Kids. In R. Peterson, & G. Stassen. *Formation for Life*. Eugene, OR: Wipf & Stock.

**Presenter Bio (s):** Hope Haslam Straughan, Ph.D., ACSW Clinical Associate Professor at Boston University, serves as the coordinator for the dual-degree MSW/Master of Theological Studies, and Chairs the Human Behavior department. Haslam Straughan's teaching focuses on Human Behavior, Ethics in SW Practice, and Spirituality and Social Justice. Research interests include spirituality within social work practice, justice-based social work, child welfare, and foster care and adoption, particularly transracial adoption. She is the founder of the Compassion.Mercy.Justice ministry at Newton Covenant Church, and serves as an area Catchment Coordinator for the Family Support Initiative meeting needs of foster families during the time of COVID in MA.

Jane Hoyt-Oliver, LISW-S, Ph.D. Currently, Dr. Hoyt-Oliver is Editor-in-Chief of *Social Work and Christianity*. She is Emerita Professor of Social Work from Malone University where she taught social welfare policy. She co-authored *Parenting in Transracial*

Adoption: Real Answers to Real Questions (2016) with Dr. Haslam Straughan and Jayne E. Schooler. She was named Social Worker of the Year by NASW Ohio's Chapter in 2000.

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**Workshop Title:** Advocating for the Christian on Death Row: What No Course Ever Taught Me

**Workshop Presenters:** Marian Swindell, PhD, MSW

**Workshop Abstract:** The purpose of this presentation is to share with the audience the importance of interviewing, assessment, critical thinking, and communication skills required to be an ethical and effective mitigation analyst. Person-in-environment and family/community efficacy are discussed.

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

- identify and discuss a minimum 3 components of ethical mitigation analysis.
- discuss the tenets of family, community, and neighborhood efficacy theory.
- identify and discuss a minimum of three (3) challenges associated with mitigation interviewing and assessment.

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

**Target Audience:** Students, General Audience

**Workshop Description:** 1. The sessions key topics include person-in-environment theory (10 minutes), community efficacy theory (10 minutes), rapport building dynamics (20 minutes), and assessment and communication skills (30 minutes).

All three components of religion, faith, and spirituality are discussed in this presentation in able to provide 1) an exploration of the strength and courage of the presenter to conduct such analysis and 2) the rationale for the presenter to advocate for persons who have brutally murdered other people.

This presentation is informed by Matthew 25:35-45 and every scripture that charges Christians in being stewards of the vulnerable. Scriptures will be identified and discussed. This presentation is consistent with evidence-based, culturally competent practice in that the presenter works with inmates from different cultures, different backgrounds, and are all culturally diverse.

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Bonnie, Richard J. (1997). *Criminal Law*. Westbury, N.Y.: The Foundation Press. pp. 725-726. ISBN 1-56662-448-7.

**Presenter Bio (s):** Dr. Swindell is a well-known Christian and Conservative social work professor and holds both a PhD (2001) and MSW (1992) from the University of Alabama. She has been with Mississippi State University-College Park in the Social Work program since August 2001. She also works with men on death row in one of the nation's oldest most violent prisons. She is the mom of two wonderful teenage sons, Nicholas (15) and Michael (13).

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**Workshop Title:** Beyond the Classroom: Meeting a Community Need Through Applied Micro-Macro

**Workshop Presenters:** Amy Tauati, MSW Shelly-Ann Dewsbury MSW

**Workshop Abstract:** The opportunity for students to engage with community agencies to develop their micro-macro practice skills is a chance to support student learning outside the classroom. This workshop will introduce participants to interconnected applied micro and macro skill training within a faith-based agency/university partnership.

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

- Identify micro/ macro social work skill development and professional growth progression created through an applied service-learning project.
- Describe how a faith-based organization and social work education program can collaborate to enhance community service delivery.
- Analyze opportunities to implement a similar collaborative to advance social work education across the practice continuum.

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Social Workers, Educators

**Workshop Description:** The Beyond the Classroom session will contribute to the growth of social workers by providing a collaborative macro practice model that also links applied micro practice, as part of the Social Work Education track.

Topics will include: explanation of the community event (10 minutes); faith-based organization and social work education program collaboration structure review (10 minutes); presentation of social work curriculum integration, CSWE competency connection, and micro/ macro skill development with focus on faith integration (20 minutes); overview of lessons learned and next steps for session attendees (10 minutes); and concluding question and answer portion (10 minutes).

Throughout the session, presenters will provide faith-based context for collaboration, student reflection, and faith-integration competency development. The origination of this model was spurred by the Association for Community Organization and Social Administration Practice call for educators and organizations to make a commitment to macro practice (Rothman, 2013). As Austin (2019) states "By the beginning of the twenty-first century, there was a growing concern about the reductions in macro practice offerings in schools of social work that led to a wake-up call in the form of the 2013 Rothman Report commissioned by ACOSA" (Austin, 2019, p. 243). The Rothman Report, composed with support from a faculty survey and review of the literature, noted several key concerns. These concerns included an indication of an alarming shortage of social work practitioners with the knowledge, skills, and experience needed to address macro challenges and the reliance on schools of social work as the primary provider of the necessary training in these areas as on-the-job training was found to be inconsistent at best (Mott, 2008). One proposed method for addressing the urgent employability need along with facilitating education training is to provide an applied experience to students, such as the exemplary model reviewed in this proposed session, while meeting an identified community need (Austin, 2019). Of note, this model does not pit micro versus macro intervention; but provides a balanced approach to demonstrate social work as a fluid practice requiring knowledge, skills, and experience across the continuum. Thus, this model is being presented in an effort to support replication for the purposes of advancing macro skill development, community service provision, and enhanced faith-based/ education partnerships to meet the demands provided in the Rothman Report and

in alignment with professional ethics to serve clients represented as individuals, groups, organizations, and communities. This approach seeks to uphold many Biblical principles of the care for others and illustrates an application of the call on Christian social workers to be the church in sharing resources ensuring that each person's needs were met (Act 2:42, The Message).

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**Presenter Bio (s):** Amy Tauati, MSW, has worked in the field of gerontology for more than a decade. She has extensive experience in grant writing, nonprofit management, and program administration, and a passion for community practice and bridging the divides between for-profit, nonprofit, and faith-based organizations. She has taught courses in the undergraduate and graduate social work programs at Azusa Pacific University, including courses in gerontology, policy, grant writing, and community practice. She is currently the BSW Program Director in the Department of Social Work. In addition to her work at APU, she partners with several local nonprofits to provide professional service and consultation related to her work in gerontology and connected to her passion for criminal justice reform.

Shelly-Ann Dewsbury, MSW, is a social work educator committed to teaching and mentoring the next generation of social workers to be culturally humble in their practice approach. She is committed to training social workers to embrace a understanding of culture and its impact on practice, and wants to empower them to use their skills to be a voice for marginalized and disadvantaged populations. With 5 years in social work education, she is experienced at developing and managing courses. Dewsbury designs and presents various trainings and workshops that cover many areas of cultural humility and awareness and macro social work practice. Her training as a macro-practice social worker enables her to be a big picture thinker and come up with creative solutions to address programmatic challenges and develop strategic plans.

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**Workshop Title:** Are Christian Social Workers Making “Level Paths” for People with ASD?

**Workshop Presenter:** Katie Terry, DSW, LISW-S

**Workshop Abstract:** Hebrews 12:13 calls Christians to "Make level paths for your feet, so that the lame may not be disabled, but rather healed." Clearly, we are commanded as Christians to remove barriers and provide support for people with Autism Spectrum Disorders & other disabilities. Are Christians social workers being inclusive and treating the ASD community?

**Learning Objectives:**

1. Participants will understand the descriptive characteristics of NACSW's membership on their inclusivity with ASD, along with explanatory qualitative data.
2. Participants will understand how inclusivity intersects with a Christian worldview and faith perspective, & will be provided with simple ways for better inclusivity.

3. Participants will evaluate the implications of attitudes and contact with people with disabilities in social work education, practice, and faith communities.

**Level of Presentation:** Intermediate

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

**Workshop Description:** I. Introductions and topic importance. (5 minutes) II. Inclusivity and NACSW members: How well are we already doing? (10-15 minutes) A. Descriptive data of NACSW members contact with people with autism B. Exploratory Qualitative data C. Implications for inclusion/inclusivity III. Contact theory of disability: (10-15 minutes) A. Hidden history of people with disabilities B. Yuker and Hurley Contact Theory C. Contact and Social Work attitudes D. Current social work practice IV. Christian call to make "level paths" What did Christ say about disability? (15 minutes) A. Social work values and disabilities A. Hebrews 12:15 B. John 9:1-3 C. 1 Corinthians 12:12-27 V. We can be more inclusive: simple steps (5 minutes) A. Implication for social work education B. Implications for faith communities VI. Questions

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**Presenter Bio:** Katie Terry, DSW, LISW-S is an Assistant Professor/Field Director at Ashland University in Ohio. Katie earned her Doctor of Social Work degree from the University of St. Thomas in St. Paul, Minnesota in 2019. Katie has presented several times at the conference, including the Christian perspective on the Grand Challenges in Social Work, Inclusion of people with autism in faith communities, and Neurodiversity: The new cultural competency in social work education. Katie has 25 years of direct practice experience in child welfare, crisis intervention, mental health, and substance abuse prevention. She has presented at the Annual Program Meeting of the Council on Social Work Education on Family Search and Engagement in Child Welfare, and Neurodiversity in social work practice, as well as numerous trainings throughout Ohio for foster parents, adoptive parents and child welfare caseworkers.

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**Workshop Title:** Exploring the Intersectionality of Tran-Identities and Faith

**Workshop Presenters:** Veronica Timbers, LCSW, MDIV

**Workshop Abstract:** This presentation will provide an overview of the research around individuals who identify as transgender and/or gender non-binary and the intersection of personal or family religious belief. This session will also provide a basic overview of terms and additional resources that can be accessed by clinicians and educators for further learning.

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

- learn the most current terms and receive a basic overview about trans and gender non-binary individuals.
- hear an overview of the research on the intersectionality of transgender and religious identities.
- hear a few case examples and learn about ethical practice with clients at the intersection of religion and trans-identity.

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

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

**Workshop Description:** 1) Outline: Presentation Overview and Ground Rules for Difficult Discussions (5 min); Trans 101 Overview (15min); Terms, Meaning of trans and non-binary flags, Ethics and the topic, Review of Research (15 min); Intersectionality-Tran identity and religious identity, Social resources-strengths and needs, Barriers to holistic care, Sharing of Stories/Case Examples (15 min); Questions (10 min) Time on each topic can be expanded for a 90 minute session  
2) The faith and religion component is a focus of the presentation in the intersectional focus.  
3) The presentation seeks to provide an overview of information about trans identities and the intersection of religious identity to help social workers become more educated



and prepared to ethically serve trans clients. This is a controversial topic and the presentation will address the possible conflicting views of theology that might be in the room while asking participants to simply learn and hold a stance of humility while striving to hear the stories of trans-people of faith through research and case examples. 4) The session hopes to increase ethical practice with transgender clients by providing current information and examples both from research and individual stories.

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**Presenter Bio (s):** Veronica Timbers is a PhD student at the Diana R. Garland School of Social Work at Baylor University. She has thirteen years of clinical experience and taught as an adjunct professor at Appalachian State University from 2012-2017. She pastored for three years at a campus ministry at the same university and is now continuing her past clinical and advocacy work through researching the intersection of LGBT identity and faith. She is an outdoor enthusiast, mom, friend, and coffee-lover.

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**Workshop Title:** Promoting Social Justice Through Macro Social Planning Projects

**Workshop Presenters:** LaSonya Townsend, PhD Dezette Johnson DSW

**Workshop Abstract:** This presentation will discuss macro social planning community projects orchestrated by BSW social work students at a Historical Black College and University (HBCU) incorporating local African American churches to eradicate the effects of social issues within local African American communities.

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

- showcase macro community projects implemented by BSW students to eradicate social issues within the African American community in a metropolitan city.
- demonstrate the incorporation of social work practice in African American communities and churches, to prepare students for community engagement and outreach.
- discuss how the social planning theory can direct a macro community project.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Our presentation will address macro social planning community projects orchestrated by BSW social work students at a Historical Black College and University (HBCU) incorporating local African American churches to eradicate the effects of social issues within local African American communities.

The key topics of this presentation will be addressed in the following outline: (1.) Introductions, Presentation goals and objectives (5 Minutes) (2.) Overview of African American Churches, HBCUs, and Social Justice (10 Minutes) (3.) Theoretical Framework: Social Planning Theory (10 Minutes) (4.) Overview of Macro Community Project (15 Minutes) (5.) Social Work Implications (10 Minutes) (6.) Questions and Answers (10 Minutes)

Christianity views social justice as helping those that are impacted by oppression, poverty, mental health, and health issues. Social justice is a movement to enforce human rights that include equality, opportunity, and mobility, where all lives are valued equally and have equal chances for success. Historically, African American churches and Historically Black College and Universities share a connection due to social injustices. Both are significant institutions within the African American community and have undertaken challenges associated with racial inequality, oppression, and social and economic justice. (Lowe & Shipp-Hunter, 2014).

Social planning emphasizes the application of rational problem-solving techniques and data-driven approaches to identify, determine, and help coordinate services for target populations. Social planning is carried out by a myriad of organizations from federal agencies to community organizations attempting to solve problems ranging from child welfare to aging of social work (Sager, 2013). The macro community projects that will be discussed in this presentation were conducted within two mandatory core social work courses within the social work curriculum mandated by the Council on Social Work Education. The courses were: Generalist Practice with Organizations and Communities and Field Seminar.

The projects addressed various social issues within the community. One social issue addressed was Food Deserts in a local low-income African American neighborhood. The students project consisted of the implementation and development of a community garden. A local church within the neighborhood donated the land for the community garden. Produce from the garden is sold at a weekly community farmers market. A slideshow of all of the projects will be shared within the presentation.

The outcomes of the social planning projects were: (1.) Students acquired knowledge about community composition, community needs, community structure, and economic distribution as it relates to policy development. (2.) Students demonstrated increased understanding of social policy and policy context within their field practicum.

(3.) Students engaged in advocacy and promoted cultural competency by addressing social problems.

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**Presenter Bio (s):** Dezette C. Johnson, Ph.D., an Associate Professor and Director of Field Education in the School of Social Work at Johnson C. Smith University. Dr. Johnson received her undergraduate degree in social work from East Carolina University and a masters of social work from Norfolk State University. She received her doctorate degree in social work from Norfolk State University. Her research area of interests are: teen dating violence, trauma recovery, field education, and program evaluation. Dr. Johnson has been awarded various grants in gerontology, technology, field education, and domestic violence. Dr. Johnson. is a professional speaker, trainer, and consultant. She provides training and consulting to groups, churches, organizations, and corporations in the areas of dating violence, cultural competency, women's issues, school social work, and using complementary alternatives.

Dr. LaSonya Townsend is an assistant professor of Social Work for the Metropolitan College of Professional Studies and the School of Social Work at Johnson C. Smith University. She received a Doctor of Social Work from Capella University, a Master of Social Work from the University of North Carolina at Charlotte, and a Bachelor of Social Work from North Carolina State University. She has extensive experience in school social work, mental health, and medical social work. She is a strong advocate for equipping people with knowledge and strategies to help not only themselves, but others.

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**Workshop Title:** Pastors & Christian Mindfulness: Results of a Qualitative Study

**Workshop Presenters:** Regina Trammel, PhD, LCSW Serena Lee MSW Cand.

**Workshop Abstract:** Social workers often work with pastors who face burnout due to various stressors in ministry. Mindfulness has demonstrated promise as an intervention for addressing burnout. This workshop highlights results of a phenomenological study understanding the working definitions and experiences of diverse pastors who use Christian mindfulness.

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

- define Christian mindfulness and identify its value in burn-out prevention
- identify Christian mindfulness practices as defined by pastors and be able to articulate the experiences of pastors using Christian mindfulness
- learn a taxonomy of Christian mindfulness definitions and practices attendees could use in their work in congregations or practice settings will be shared

**Level of Presentation:** Intermediate

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

**Workshop Description:** This workshop includes: Christian mindfulness definition in social work practice (10 min); Pastors & stress overview (5 min); Phenomenological study overview and results shared (15 min); Taxonomy of Christian mindfulness definitions, including mindfulness practices pastors use (15 min).

Social workers often work in congregational settings (Garland & Yancey, 2014) directly supporting pastors' ministry work, or indirectly in addressing mental health needs within their communities (Payne & Hayes, 2018). Many stressors of ministry increase burnout for pastors, which Hester (2017) defines as unaddressed stress that may evolve. Christian mindfulness is an evidence-informed intervention that addresses stress & burn-out (Sundquist et al., 2014; Trammel et al., 2020). Skepticism of its use among conservative Christians is common due to its Buddhist roots (Garzon & Ford, 2016). Our phenomenological study explores how pastors define & experience mindfulness. Hester's (2017) study on clergy explored practices that mitigated burnout for these participants, including the spiritual disciplines of prayer & meditation. Mocerri and Cox (2019) explored the effectiveness of Mindfulness Based Stress Relief (MBSR) among Catholic clergy experiencing physical ailments related to stress. Results demonstrated a statistically significant reduction in blood pressure and perceived stress levels, providing evidence for the efficacy of MBSR & its potential to aid Christian clergy in maintaining wellness. Mindfulness interventions not only help clergy manage burnout, but also increase their capacity to serve their congregants. Thus, Christian mindfulness ought to be considered as a viable intervention for pastoral burnout and supportive of their ministries. Jesus' own practice of mindfulness in the forms of solitude and prayer (Luke 11:1; Mark 1:35; John 7:10) demonstrates that preserving pastors' spiritual and emotional wellbeing is essential. Our qualitative study included a criterion, snowball sample of 13 pastors defined by ministry position and training. This sample is inclusive & diverse regarding race/ethnicity, region, gender, age, & denomination. A semi-structured interview guide was used to inquire pastors about definitions of mindfulness, theological

or historical figures that influence their Christian mindfulness practices, & recent stressful experiences prompting the use of Christian mindfulness, etc. Participants conveyed biblically-centered views on mindfulness: Psalm 23, Psalm 41:10, and John 15. These passages share common themes like creation imagery, resting, and abiding in God's presence. They also identified key influencers of Christian mindfulness: Willard, Nouwen, & St. Ignatius. Other results including definitions, practices, & significant themes related to the culture & ethnicity of pastors and their conceptualization of mindfulness, with discrepancy between the majority culture versus collectivist cultural backgrounds will be shared.

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**Presenter Bio (s):** Regina Chow Trammel, Ph.D., L.C.S.W. is an Associate Professor in the Master of Social Work program at Azusa Pacific University. Regina is passionate about mentoring students so they can improve the lives of others as social workers. Her background is in clinical social work practice, which includes more than a decade in

private practice, as well as experience in psychiatric and medical social work settings. Her research focuses on the effects of a Christian-informed mindfulness intervention as an alternative to traditional Buddhist-informed mindfulness on stress management. Regina has academic research publications on mindfulness, speaks on the topic, and has written a book, "A Counselor's Guide to Christian Mindfulness: Engaging the Mind, Body, & Soul in Biblical Practices and Therapies" with Zondervan. Follow her on Instagram @regina\_chow\_trammel.

Serena Lee is a clinical MSW Candidate at Azusa Pacific University who is expected to graduate in May 2021. Serena currently works as a clinical social work intern who provides individual, family, and group therapy at an integrated health and behavioral health agency. Serena is especially interested in trauma work, restorative justice, Asian-American mental health, social work and faith integration, and teaching. Her master's research capstone project is focused on investigating a group intervention for transitional aged youth who have experienced childhood adversity. She also works alongside mentor and professor Dr. Regina Chow Trammel as a research assistant on studies of Christian mindfulness. Serena hopes to pursue her LCSW and Ph.D in the future to continue her training in clinical practice, contribute to social work research, and empower social work students through teaching.

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**Workshop Title:** Youthful Offenders Gain Pro-Social Skills through Restorative Justice

**Workshop Presenters:** Lara Vanderhoof, DSW, LMSW

**Workshop Abstract:** Restorative justice intervention directly contributes to the youth's ownership of behavior and harm to others while the community benefits from youth gaining prosocial behaviors. As youth discover new skills through restorative justice intervention, they learn how to appropriately respond to situations and avoid re-offending behavior in the future

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

- Review how youth gained pro-social skills as a result of the intervention.
- Examine and understand case studies and data gathering instruments.
- Learn the structure for conflict mediation with youthful offenders and their victim(s).

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Juvenile delinquency continues to be a concern for parents, schools, communities, and the various systems (criminal justice, behavioral health, child

welfare, and education to name a few) that collaborate to support, rehabilitate, and develop healthy, productive young adults. One method that many consider, although others question its effectiveness, is a restorative justice approach to juvenile criminal matters. Restorative justice intervention can directly contribute to the youth's ownership of behavior and harm to others and the community. As youth discover new skills through restorative justice intervention they learn how to more appropriately respond to various stressful, pressured, or unhealthy situations and avoid re-offending behavior in the future. There is room at the table for alternative approaches to be considered as youth and their families should not be boxed into a one size fits all approach. One goal of this research was to understand how youth internalize positive change in behavior. The various stakeholders: youth, parents, community members, and the legal system, will gain alternative avenues that support youth long-term in developing pro-social skills. This can also be helpful to justice practitioners working in organizations that try to help offenders following an offense.

Review research process and data collection: 10 minutes

Overview of terms and the process of conflict mediation and restorative justice: 5 minutes

Explore case application: 15 minutes

Examine faith/religion/spirituality as a cornerstone of conflict mediation and restorative justice: 15 minutes

Review theoretical underpinnings: 15 minutes

Faith/Religion/Spirituality, depending on one's perspective, is typically deeply rooted in the restorative justice and, in particular, conflict mediation work outlined through offender-victim ministries. The opportunity to serve one's community, invest in the lives of youth and families while assisting participants restore their relationship with others and the community is in alignment with Judeo-Christian teachings. A strength this intervention provides is an alternative avenue for individuals faced with legal charges to take responsibility for their actions while honoring the client's culture. The restorative justice approach positions itself through helping individuals find strengths (strengths perspective) for themselves and utilize their support systems (person-in-environment fit). As one considers the current political and environmental structures, the restorative justice approach yields responsibility and ownership while repairing relationships for the offender, victim, legal system, and community. This alternative strategy provides a tangible and introspective outcome of taking responsibility for the crime (harm) and re-establishing a healthier relationship with the person harmed and the larger society. Additionally, solution focused and cognitive behavioral theory are relied on.

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**Presenter Bio (s):** Lara Vanderhoof Associate Professor of Social Work/Social Work Program Director DSW - Capella University (2015), MSW - Roberts Wesleyan College - 1997 LMSW (KS), LCSW-R (NY inactive) Breaking Down Barriers: Understanding the Complexity of Human Trafficking. Wichita State University 4th Annual Human Trafficking Conference. Workshop Presentation: An examination of Strategies to Bring Awareness to Human Trafficking in One's Community. Human Trafficking 101 and Ethics at McPherson College Human Trafficking 101 and the Church, Tilaran, Costa Rica Human Trafficking 101 Keynote Presentation and Panelist, University of Kansas Self-Care: Preventing Compassion Fatigue and Building Compassion Satisfaction at the Sedgwick County Special Education Co-Op In-Service; Assistant Director for Families and Community Services Mental Health Therapist; Reintegration Area Director Reintegration Supervisor

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

**Workshop Presenters:** James R. 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 and ethics and consider the implications for practice as Christians in social work.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers

**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):** James R. Vanderwoerd, MSW, PhD is Professor of Social Work at Redeemer University in Hamilton, Ontario, Canada. He has presented numerous times at NACSW Conventions including the 2014 Alan Keith Lucas Lecture. His research and teaching interests are in prevention of violence against women on college campuses, religion and non-profit organizations in social welfare, and social welfare policy and history. Dr. Vanderwoerd is a past NACSW board member and currently serves as Associate Editor for *Social Work & Christianity*.

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.

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**Workshop Title:** Religion, Spirituality and Worldview in Practicing Social Workers

**Workshop Presenters:** Buetta Warkentin, MSW, RSW, MTS Cynthia Sottie PhD, RSW

**Workshop Abstract:** In an effort to better understand the role of various religious, spiritual and secular worldviews on our practice as social workers, this workshop presents initial findings of qualitative research exploring the beliefs and values that undergird and impact practicing social workers.

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

- Gain an awareness of the ways that religious, spiritual or secular worldviews impact us as social workers
- Identify commonalities and uniqueness across various religious/spiritual/secular worldviews in how these support SW practice
- Identify ways that religious/spiritual/secular worldviews may challenge our SW practice

**Level of Presentation:** Intermediate

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

**Workshop Description:** While at one time we were taught that as social workers we must keep our values at the door, we are beginning to acknowledge that religion and spirituality are often a motivating force behind our pursuit of social work as a profession and provide a source of grounding and support through the challenges of the work. Several researchers have looked at the intersection of spirituality and religion in the life and work of practicing social workers. Graham & Shier (2011) explored spirituality as it relates to meaning-making as a component of subjective well-being in social workers. Freund & Gilboa-Arama (2016) found that social worker spirituality whether in terms of finding meaning through engaging in work with a purpose, or a compatibility between personal and expressed organization values, leads to increased job satisfaction and commitment, and lower levels of burnout. Oxhandler's (2017) development of the Namaste Theory suggests that when helping professionals have a stronger and more integrated sense of spirituality and religion in their own lives, they are more willing to explore the role of religion and spirituality as an important aspect in the lives of their clients. Chamiec-Case (2020) discusses the need for more research to understand how various distinctive Christian theologies as well as various faith traditions integrate their

belief systems with the practice of social work. Little has been done to explore the values that undergird secularism or atheism as a belief system and noting how this impacts one's social work practice. This research involves qualitative interviews with practicing social workers from a variety of religious, spiritual and/or secular backgrounds. It explores how our spiritual, religious or secular beliefs connect with our social work practice in terms of motivation for making a difference in the world through the profession; in relation to support, self-care and meaning- =making as we navigate our way through challenging work; and in terms of a willingness to explore religion, spirituality and worldview in the lives of our clients as a source of strength or oppression. This workshop will be a presentation of our initial findings.

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**Presenter Bio (s):** Buetta Warkentin is an Associate Professor of Social Work at Booth University College in Canada where she has filled both faculty and field coordinator roles over the last 15 years. She holds both MSW and MTS degrees from Wilfrid Laurier University in Waterloo, Ontario, Canada and is a registered Social Worker with the Manitoba College of Social Workers, Canada. Research interests include the intersection of spirituality and religion in social work practice.

Cynthia A. Sottie is an Associate Professor of Social Work at Booth University College in Canada and a former Director of the Department of Social Work at the University of Ghana. She has an MSW from West Virginia University, USA and a PhD from Queen's University Belfast, Northern Ireland. She is a registered Social Worker with the Manitoba

College of Social Workers, Canada. Ongoing and past research include Spirituality and Social Work, and topics in International Social Work.

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**Workshop Title:** Identifying Health Disparities to Promote Inclusion and Diversity

**Workshop Presenters:** Nancy A Wintering, LCSW

**Workshop Abstract:** This presentation will discuss Health Disparities and Equity and Jesus' encounters with the marginalized will promote approaches we can use. In the context of social work policy and practice. Inclusive practices can reduce bias and improve outcomes to benefit society as a whole. The Diversity and Inclusion screening interview can promote equity.

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

- Learn to use and conduct the Diversity and Inclusion Screening Interview.
- Discuss integrating our faith and social work practice to model Jesus's example to identify and address health disparities.
- Discuss challenges and obstacles in making change to pursue social justice for those marginalized by society.

**Level of Presentation:** Intermediate

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

**Workshop Description:** 1: Key topics will include:

An overview using the Bible and Christ's teaching as a model to promote equity and inclusion in a proactive manner in Social Work.(5-10 minutes)

Introduction to the topic of Health Disparities, Inclusion and Diversity from a Social Work Practice and Research perspective. Discuss key terms and the why this topic is important.(10-15 minutes).

Discuss and provide case examples of a screening and assessment tool to identify disparities and accommodations using an ecological, biopsychosocial approach. (15 minutes).

Open discussion and potential application/adaptation of the Diversity and Inclusion Screening Interview in other settings.(Up to 15 minutes which can be expanded if given 90 minutes.

Social Workers are called to be agents of change. As Christians we are called upon to love one another. This love is expressed not only through the Word but through our actions. Using Biblical stories of Jesus' encounters with those cast off and marginalized by society provides us with a challenge and model to promote equity and inclusiveness. Since the shootings of George Floyd and Breonna Taylor, there has been a sea of change in the openness and willing to do something about the oppression and division that occurs

in our midst. For many Social Workers, striving for social justice is not a new experience. Yet, it takes more than measuring one's identity politics and broad sweeping policy changes to truly transform the society. Institutional changes, systems changes and creating practices that reach across the divide, can indeed be used as a means to discover and advocate for our brothers' and sisters' in need.

One purpose of this presentation is to have the means for open dialogue and also to provide the attendee with a tool that can be used when working with persons from all different backgrounds and cultural settings. At the heart of it is a unification of culturally competent service delivery, indeed meeting the person where they are, and also being available to identify needs. It was the Lord who often sought out those who were pushed aside from their society. This presentation strives to give support and a resource that can be used for those of us who represent agencies and organizations, so that we too can go to those in need and lift them up with empathy and compassion.

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**Presenter Bio (s):** My name is Nancy Wintering. Currently I am the Assistant Director of Research at the Jefferson, Marcus Institute of Integrative Health, Philadelphia, PA. I received an MSW Degree from the University of Pennsylvania, School of Social Policy and Practice. Currently I am an Licensed Clinical Social Worker in Pennsylvania. Previously, for several years I have presented at the NACSW Annual Conference and for 2-3 years was the Research track Chair and reviewer. In addition, I have presented at the Society of Clinical Research Associates Annual Conferences and workshops since 2006 and have developed research based trainings and webinars for CITI. My experience also includes publications on a variety of topics including spirituality and religious belief. For

the past four years I have presented on Health Disparities. Integrate my Christian beliefs into social work inquiry which NACSW supports.

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**Workshop Title:** Conversation Partners: A Tool for Building Community in Field Seminar

**Workshop Presenters:** Kendra Wright, MSW, LSW

**Workshop Abstract:** This workshop will explore how one field seminar instructor is creating opportunities for BSW students in off-campus field placements in Chicago to connect with & support each other while exploring one another's differences. The conversation partners approach encourages openness & trust, allowing opportunities to prevent social fatigue & burnout.

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

- Identify the challenges and needs for BSW students completing field in urban areas during COVID-19.
- Articulate the benefits and outcomes of conversation partner discussion forums as a tool for building Christian community and bridging divides.
- Develop discussion forum assignments incorporating conversation partners appropriate to the class size, course outcomes and group demographics.

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Educators

**Workshop Description:** Last spring, colleges were forced to send residential students off-campus when the pandemic closed major cities. For Chicago Semester, this meant ending in-person programming, field placements and housing for students who had enrolled in our academic experience-based program. Students were able to complete their field placements remotely thanks to the flexibility of field instructors and the CSWE. We resumed in-person programming in the fall with single occupancy apartments, decreased class sizes, outdoor class meetings, and a mix of remote and in-person field experiences as agencies allowed. As temps plunged staff wondered how this would be sustainable for a larger group in the spring, when COVID-19 was anticipated to be at its peak and classes were too large for safe, in-person meetings. Would students feel isolated, working remotely, learning online, living alone in their apartments in a new city? Would they have the support they needed to create a professional network of peers as they planned to launch their careers? Would they be able to engage with the city and each other on a deeper level, from a Christian perspective, as they worked to understand the depth of systemic racism and political polarization in Chicago and in their agencies? The current



class of 11 BSW students represents 6 Christian institutions across the Midwest. These students moved to Chicago for off-campus field placements, where COVID-19 mandates are stricter than most other communities, and where social justice issues can sometimes be overwhelming to comprehend. Students are completing a mix of in-person and remote placements. With a lack of indoor spaces for groups of 10+, the program director turned to conversation partner discussion forums as a tool for building community and bridging divides. Every week, students are asked to participate in a discussion forum, exploring themes in required readings or videos. When forums require a conversation partner, students are expected to meet (in-person or online) with an assigned partner for one hour, discuss the assigned materials, and reflect on themes that emerge from the conversation. Students take a photo of themselves and post this along with their 2-3 paragraph reflection. Students respond to at least one other peer pair with professional and constructive thoughts. Conversation partner discussions are a popular tool at English speaking universities which host international students, offering a space for students to learn English, build a network of peers, and broaden their horizons. This approach works equally well for our students who come from a variety of experiences and communities and are at risk of feeling isolated, misrepresented or misunderstood. These partnerships and discussions create a deep sense of Christian community, offering space for personal relationships and encouraging openness and trust. This is also an option for preventing burnout and social isolation that online courses/internships intensify.

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**Presenter Bio (s):** Kendra Wright serves as Director of the Social Work Program & Strategic Program Initiatives at Chicago Semester, an academic experience-based program that provides internship and field placement opportunities as well as housing and coursework for undergraduate students in the city of Chicago. Chicago Semester partners with over 30 Christian colleges and universities in the Midwest. Kendra received her BSW from Trinity Christian College and completed her Masters in Social Work at the University of Illinois"Chicago, concentrating in Community Health and Urban Development. Before joining Chicago Semester, she worked in multi-cultural non-profit settings, preparing refugees and high school students for the workforce. Kendra is a Licensed Social Worker in the State of Illinois and this is her third workshop proposal and presentation with NACSW.

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**Workshop Title:** Using EMDR with Survivors of Sexual Trauma: CSA to CSEC/Human Trafficking

**Workshop Presenters:** Samba Zaoui, LCSW, CCTP, Certified EMDR Therapist

**Workshop Abstract:** Human trafficking is modern-day slavery, a human rights injustice that subjugates an estimated 4.8 million individuals(International Labor Organization, n.d. & Clawson, et.al, 2009).This presentation explores the relationship between CSA and sex trafficking and highlights the use of EMDR to neutralize the trauma consequences of trafficking.

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

- 1.Gain an understanding of the relationship between CSA and CSEC, and how CSA exacerbates the vulnerability of a child being trafficked.
- 2. Understand the effects trauma has on a neurological, psychological, and spiritual level.
- 3. Develop a greater understanding of how to best infuse a faith-based lens to EMDR and when to use it with this population.

**Level of Presentation:** Advanced

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

**Workshop Description:** Social workers are on the frontline to this human rights violation and egregious assault on the mind and soul of those who have been trafficked; therefore, it implores us as a profession to be trained on how best to serve this population. We are uniquely positioned to identify human trafficking and provide services( Reardon, 2016); and as a result, it is crucial that social workers understand how past traumas, such as childhood sexual abuse(CSA) contributes to the vulnerability of being trafficked (Office of Juvenile Justice and Delinquency Protection, 2014 & Dank, et.al, 2015) both

from a psychological, neurological, and spiritual level (25 min review of this info). EMDR (eye movement desensitization reprocessing) a well-documented trauma-informed intervention (Shapiro, 2018) is proven to reduce hyperarousal, flashbacks, and PTSD symptoms often associated with this population (Hepburn, 2017). Learning how to use EMDR protocol with a faith-based integration, as well as when to use it, is vital to the whole healing process (25 min review of this info). Please note attendees will only be exposed to the EMDR process and protocol, they will not be equipped to perform the protocol unless they seek further training in EMDR. The faith and religion component are integrated throughout the whole presentation. Scripture is used to highlight what the bible says about exploitation and childhood sexual abuse. Additionally, EMDR's protocol will be broadened to integrate a faith-based perspective, yet the eight-phase EMDR protocol is never compromised. Biblical literature/scripture speaks of God's thoughts against those who rush to do evil, deceivers, and exploiters, as well as those who seek to harm children; therefore, this issue appears to be just as important to God as I believe it should be to all of us as evidenced by the word of God.

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**Presenter Bio (s):** Sambra Zaoui is an Assistant Professor of Social Work at Barry University in Miami, FL. She is a Certified Clinical Trauma Professional and EMDRIA Certified EMDR therapist and Lead faculty for the Human Trafficking Initiative at Barry's Center for Human Rights & Social Justice. She has published two chapters: The Lighthouse Effect and Humanizing Sex Trafficking and Commercial Sexual Exploitation that both focus on the relationship between childhood sexual abuse and DMST. Sambra Zaoui is a licensed clinical social worker who has provided clinical services for more than 20 years to individuals, couples, and families (specific focus on sexual trauma survivors), as well as a seasoned presenter.

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**Workshop Title:** Spirituality Integrated Interventions for Caregivers of Dying Patients

**Workshop Presenters:** Yongqiang Zheng, PhD

**Workshop Abstract:** This systematic review of published quantitative research aims to explore the effects of spirituality-integrated interventions for informal caregivers of terminally ill patients. Multiple databases were searched. Overall positive outcomes were identified; however, further and rigorous research into this topic is needed.

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

- discuss the methodology of systematic review.
- discuss feasibility and effectiveness existing interventions and complementary approaches, appropriate timing and dose of interventions.
- advocate for future intervention research to determine interventions appropriate for caregivers for dying patients.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Educators

**Workshop Description:** Informal caregivers, such as spouse, family member, or friend provide a significant amount of help and support for people with terminal illnesses. While coping with medical, practical, psychosocial, and spiritual uncertainty in preparing for patient's death and bereavement, caregivers were observed to have high spiritual needs; therefore, addressing spiritual distress/needs emerges naturally and becomes an intense priority in health care. Despite the prevalence and significance of spiritual distress and needs in the context of advanced disease, they were often neglected and spiritual care was reportedly lacking. Research has revealed substantial consequences when the spiritual needs were not met appropriately. Over the past two decades, much has been published related to spiritually integrated interventions. However, multiple recent systematic review or meta-analysis have revealed that current publications are either patient or care recipient focused or not in the field of terminal illness. There are few studies evaluating

the available spiritual integrated interventions targeting caregivers, little is known about the efficacy of these interventions. In order to address the knowledge gap and develop a comprehensive perspective on the impact of spiritually integrated interventions on the caregiver population, we conducted a systematic review of the literature and aimed to evaluate the quality of the current literature.

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