NYSSWEA Conference 2018 Abstracts

Graciela Castex, Norma Phillips and Evan Senrich. Educating for Bilingual Social Work Practice: The Dual Language Initiative   2

Abstract: This presentation will present a model for addressing some of the need for Spanish language social workers. It will describe a dual-language, Spanish-English option first offered during the 2017-2018 academic year to MSW students in an Advanced Year two-semester, seminar and practice sequence. The participating students all spoke Spanish at different levels of fluency when they entered the dual-language option sequence.

This MSW program of a public, federally designated Hispanic-serving institution located in Bronx County, NY, has many enrolled students with considerable fluency in Spanish. In 2017, the Census estimated 56% of the county's 1.47 million residents were Hispanics/Latinos and 58.8% of persons 5 years of age or older spoke a language (not necessarily Spanish) other than English at home. In comparison, Hispanics comprise 19.0% of the total U.S. population and 21.1% speak a language other than English at home (U.S. Census, 2018).

The demand for bilingual Spanish and English social workers in New York City, (as in many areas of the United State) is underlined by our program's experience that approximately 70% of local agencies prefer or require field placement interns who are bilingual in Spanish and English. This dual-language initiative was developed as a way of addressing the needs of communities and social service agencies for bilingual services by proactively preparing students to effectively provide services in a language that many of them have never received formal schooling in or in which they may have had little been exposure to professional language, definitions, or modes of expression. The implementation was to be achieved from within the existing resources of the Social Work Department and within the existing curriculum. Course enrollment was limited to 13 persons.

Lectures and class discussions were conducted in English and Spanish. When possible course readings were provided in both languages or with supplementary readings in Spanish—examples include the NASW Code of Ethics in Spanish, a DSM-5 manual in Spanish as well as other writings. Materials containing of terminology and concepts were provided defining words and phrases commonly encountered in various practice settings: family and children's services, services to older adults, substance abuse, homelessness, veterans services, school settings and others. All student written work was completed in English with the exception of Process Recordings that some students elected to complete in Spanish with support from their fieldwork instructors.

The results for the first class were positive. Student evaluations pointed to the great increase in the student's confidence in using the language, the classroom as a safe place to practice the language and "make mistakes" without being judged, and many expressed a great enthusiasm about using the language in new environments without stress. Previously—and all had previous field experience—they had often felt intimidated when called upon to provide services in Spanish. One goal of the initiative was to infuse and support pride in the Spanish language, respect for Latinos, and confidence in the students earned abilities to use and provide services in the language.

Cynthia Bott and Elisa Martin. A Content Analysis of BSW Syllabi   3

Abstract: This paper will present the results of a content analysis of a sample of Bachelor of Social Work (BSW) syllabi from accredited BSW programs across the United States. The research question was as follows: To what extent is activism reflected in BSW syllabi? A review of the literature suggested that BSW programs are underrepresented as compared to Master of Social Work programs when examining the content of curricula despite the fact that the BSW degree is considered the entry level degree for social work. In addition, our review of the literature suggested that activism is not represented in the few studies which explored BSW curricula. Findings suggest that specific content related to activism is relatively absent from BSW curricula. Content related to social and economic justice and political engagement is present but this appears to be more passive rather than active.

In addition, this research project was a two-year joint venture between a cohort of BSW students and social work faculty. A focus group was held with participating students at the conclusion of the project in order to solicit feedback from the students about the research process, suggestions for further collaborative work with other students, and comparisons of methodology with regards to teaching research.

This research contributes to the scholarly social work literature with regards to content of BSW curricula and social work pedagogy.

Michael Clarkson-Hendrix and Paula Peters. Teaching interdisciplinary collaborative practice through an example: Educational implications from The Empowerment Through Movement and Stillness Workshop   4

Abstract: Background and Purpose: Collaborative practice occurs when practitioners from different disciplines work together to meet service participant needs (Interprofessional Education Collaborative, 2011). In health care, this kind of practice focuses on allied professions (e.g., nursing, medicine, pharmacy). However, emerging social justice architects in health social work need to understand that partnerships with other disciplines beyond these ones realize health equity. To achieve this aim, this presentation will share educational implications from a novel empowerment intervention delivered to adults with severe and persistent mental health conditions. The intervention involved a partnership between social work and dance and used mindfulness and movement to promote liberation in this population.

Methods: This project began with the cooperative identification of empowerment as a practice framework, review of the literature in both disciplines regarding empowerment interventions, and the formation of a workshop protocol using key concepts from a service participant-constructed model of empowerment (Rogers, Camberlin, Ellison, & Crean, 1997). The dance researcher created movements embodying model concepts while the social work researcher designed mindfulness activities for the same ideas. A discussion activity was also developed to integrate the movement and mindfulness tactics. Three dance students served as movement demonstrators. One social work student helped analyze project data. The pilot study used a one-group pretest-posttest design (Rubin & Babbie, 2011). Paired t-tests were used to examine significance of the difference between pre- and post-intervention empowerment subscales, which were self-efficacy, active choice and optimism.

Results: Overall, the intervention was well received by participants. Students were intrigued to learn how dance and social work could come together to promote empowerment. Concerning differences in empowerment subscales, optimism demonstrated a statically significant (p<.05) improvement between pre- and post-intervention. There was no significant difference in perceptions of self-efficacy and active choice.

Conclusions and Implications: This empowerment intervention provides a creative blueprint to social work students that could broaden their understanding of how collaborative practice can unfetter service participants. The project results suggest that a participants' optimism increased between the beginning and end of the workshop and indicate that they noticed growth in their capacity to determine what will happen in their life and solve a problem by taking action. Educational recommendations include exposing social work students to collaborative opportunities with dance students with a focus on how they could work in partnership to promote social justice. For example, students could be brought together with service participants to co-create interventions to address the oppression that service participants experience. These interventions could be implemented with faculty assistance. Alternatively, service participants could be engaged to critique student developed interventions and provide suggestions to improve them.

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Kathleen Werner. Social Workers Knowledge, Attitudes, and Use of Evidence Based Practices for the Treatment of Substance Use Disorders in Older Adults   5

Abstract: Abstract

Background: Substance use disorders are growing among older adults, and despite the existence of evidence based practices (EBPs) designed specifically to treat these issues, low implementation rates have been reported nationwide. In order to better understand the factors that predict implementation, this study used principles from Roger's Diffusion of Innovations theory to investigate social workers' knowledge of, attitudes toward, and use of EBPs designed to treat substance use disorders in older adults and identify the relationships between these factors.

Methods: Data was collected online using SurveyMonkey and asked participants to complete a 44-question survey which included both newly created questions related to social workers knowledge and use of EBPs designed to treat substance use disorders in older adults and a slightly modified version of Aarons' Evidence Based Practice Attitudes Scale (EBPAS). Social workers who were members of the NASW that identified their primary practice area as substance abuse and addiction treatment were recruited for participation via email. A total of 334 participants completed the survey.

SPSS 24 was used to perform univariate and multivariate statistics, identify Pearson's correlation coefficient, and determine the survey's Chronbach alpha.

Results: The data analysis revealed that overall, participating social workers reported high levels of knowledge of EBPs for treating substance use disorders in older adults, positive attitudes toward these practices, and high rates of using these practices. Additionally, statistically significant relationships between social workers' knowledge and their use of EBPs to treat substance use disorders in older adults, as well as social workers attitudes and their use of these practices were also identified. When questions related to individuals' demographic and work experiences were evaluated, they were not identified to be moderating variables. While limitations with the research including the potential errors from self-reporting to the sample selection that were identified, the large number of responses help limit the potential error and allow for the potential generalizability of the findings to all social workers working in the field of addiction treatment.

Implications: The findings of this study suggest that social workers have begun to close the gap between research and implementation in practice and that efforts to introduce EBPs into social work curricula need to be expanded further. Findings also suggest the need for macro level healthcare policies that require the use of best practices for service reimbursement as well as mezzo level policy changes that require training and requiring social workers to use EBPs in treatment facilities. Future studies should examine social workers knowledge, attitudes, and use of more specific EBPs used in treating substance use disorders in older adults and ask more questions related to the participants themselves in order to determine if workplace setting, states, or collegiate education can affect these factors further. In addition, research should be expanded beyond social workers, to other professionals in the field of drug and alcohol treatment to determine if there are inconsistences in knowledge, attitudes, and use of EBPs to treat substance use disorders in older adults based on individuals' professional background.

Patricia Kolb. Teaching about Homelessness and Aging: Research Perspectives for Transforming Consciousness   6

Abstract: It is well documented that homeless older adults are stigmatized on the basis of age and homeless status (Palmore, Branch, and Harris, 2005). General cultural attitudes are reflected in feelings, attitudes, and beliefs of health care providers and reinforced, modified, or changed in practice settings (Kee, Minick, & Connor, 1999). Life as a person who is both older and homeless subjects homeless older adults to double jeopardy vis-a-vis the health care system and the larger society. Social class, race, and ethnicity can compound the experience of jeopardy, but it is also known that challenges related to multiple jeopardy can contribute to development of strengths and resilience (Stoller & Gibson, 2000).

It is important that consciousness regarding homelessness and aging be transformed in order to ensure that research, practice, and social work education support social justice for this population. The strengths perspective provides an important conceptual foundation for education about homeless older adults (Gray & Kabadaki, 2005), yet strengths are addressed in few professional peer-reviewed articles about homeless older adults. Since minimal professional research and publications consider strengths and resilience of homeless older adults, there are few educational resources to inform educators, practitioners, and researchers about resilience of individuals in this group and provide curriculum content for teaching about strengths and resilience of homeless and formerly homeless older adults.

This paper presents findings from the presenter's qualitative research study in 2016-2017 in which homeless and formerly homeless individuals age 50 and over and multidisciplinary service providers for homeless and formerly homeless older adults were interviewed. The presenter was concerned that most published information about homelessness and aging is deficits-oriented and fails to directly address development of strengths and resilience within this subgroup of older adults, contributing to negative stereotyping about this stigmatized population. The study findings provide in-depth information about diverse causes of homelessness, approaches utilized for surviving homelessness, strengths and resilience, and implications for service provision, research, and education.

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Marilyn Paul, Ohiro Oni-Eseleh, Kate Maccaluso, Juanita Hotchkiss and Cristin Sauter. School of Social Work in partnership with community: A model of integration of services and coordination of care   7

Abstract: Social work as a profession is grounded in the values of social justice and uses a person-in-environment lens for viewing and treating the majority of public health and social problems (National Association of Social Workers, 2017). Yet, an ongoing challenge in social work education is integrating the teaching of social policy (often referred to as macro practice) and direct social work practice (often referred to as micro and mezzo practice), especially in field education, which is considered the signature pedagogy by the Council on Social Work Education (Council on Social Work Education, 2008). Internships (field placements) tend to be largely micro and mezzo practice oriented with emphasis on developing clinical skills in treating individuals, families and groups, with a few that are macro-oriented and geared toward program development and advocacy. Internships that offer learning opportunities along the micro-macro continuum are few and far-between. While a recent survey of field directors identified barriers in creating field placements with policy and political social work content including perceived lack of student interest and preparation, structural limitations such as insufficient supervision, distance from potential placements, and perceived incompatibility with curricular requirements and clinical content (Pritzker & Lane, 2014, p. 738), we believe these barriers can be overcome through combination of a strong school of social work team effort of administrators, field and faculty and community partnerships at the local political level (e.g. county, city), and by drawing on models of social work practice along the micro-macro continuum where they already exist.

Guided by systems theory as a management strategy, in Fall, 2016, the Director of AUSSW Hudson Valley Center's MSW program created new partnerships with the office of the County Executive in Orange and Dutchess Counties and with Team Newburgh in the City of Newburgh. In a collaborative affiliation with key players at each county office, i.e., Director of Orange County Youth Bureau, Assistant Director of Prevention Services Catholic Charities Community Services of Orange & Sullivan and other key players at the HV Center, newly created internships seek to provide for students fully micro-macro learning opportunities. The model also seeks to provide for communities, expert manpower in maximizing delivery of service. These innovative internships bridge the micro-macro divide by offering students opportunities to be in communities, identifying gaps in direct services, and subsequently return to the county or city office as an advocate and broker, filling the micro/mezzo gaps in services through making appropriate connections between people and programs, and where needed, enhancing and developing programs and policies.

This presentation will provide an illustration of our micro-to-macro field model through a case example that was a collaborative effort with Team Newburgh, The Newburgh Police Department and the Institute for Political Social Work at the University of Connecticut. Student field- learning opportunities along the micro-to-macro continuum will be highlighted, as will the student's program proposal from conceptualization through implementation and evaluation. The presentation will also address application of the model within various systems and contexts.

Amy Meyers. Clinical Insights Driven by the Parallel Process: Teaching Students about Diversity/ Power, Privilege, and Oppression   8

Abstract: This experientially-based presentation will explore the parallel process of teaching students about diversity and challenges that arise similar to working with clients. The professor's choices for course content and decisions made within each class will highlight examples of transferences and countertransferences that permeate discussions, stimulating participants to be able to make parallel connections in working with clients. Likewise, the discussion will emphasize and stimulate awareness of the significance of boundaries, biases, roles, and the reflective processes when working with diverse student and client populations. With course objectives inclusive of developing students' cultural competence, self-awareness, and critical thinking, professor and student are challenged to confront their vulnerabilities.

Teaching a course on diversity offers a wealth of opportunities, challenges, and decisions. While existing literature (Dover, 2009; Perez-Foster, 1998) offers cultural considerations when working with diverse client populations, there is an absence of literature that addresses the parallel process that is apt to occur between professor and student when teaching a course focused on differences. As well, application of countertransference to the classroom is outdated (Baron, 1960) and often addresses it from a psychoanalytic teaching experience (Baron, 1960; Chuah, & Jakubowicz, 1999; Liegner, 2007).

Understanding countertransference in the classroom has been explored through the client-therapist relationship and subsequently applied to the student-teacher experience to consider unconscious processes (Ringel, 2008). One study (Slater, R., McCarthy Veach, P, & Ziqui, 2013) exploring countertransference in the classroom concluded that common were feelings of frustration, questioning one's own judgment, and identification with students. The study found that participants addressed and managed their countertransference by seeking support, being self-reflective, giving thought before responding to students, and drawing on personal characteristics to moderate strong feelings.

Through narratives of class material and discussions, this presentation will discuss how countertransference is handled as well as how faculty in such a course as diversity serve as a role model for risk-taking. This demands maintenance of roles, boundaries, and professionalism in all realms particularly in regard to communication and confrontation. Helping students to share their own perspectives and tolerate others is part of the "growing pains" of a course in diversity and progression of learning can be hindered or developed by the classroom climate. Faculty who allow their own vulnerability to be "exposed" in class (and during this presentation), also model growth to be messy and non-linear and allows perspective to be gained regarding expectations of students: similar, at times to the clinical relationship. Recommendations are made for creating an environment where vulnerabilities are risked without compromising both core social work standards and the dignity and worth of students/clients.

Carl Mazza, Keston Jones and Patrick Freeman. Daddy's in the House: The Significance of Fathers in Child development and Social Justice Issues Related to Being a Father 9

Abstract: Everyone from Anna Freud to Bruno Bettelheim has written that children are better off with two nurturing, loving, consistent parents. Yet, in the United States fathers are often thought of as secondary parents and not vital to the healthy growth and development of children. Studies consistently find that fathers make significant contributions to the emotional and psychological development of children.

We live in a time when negative labels of fathers, "dead beat dads"; "absent fathers" are often more commonly heard than positive descriptors of fathers. We present a panel composed of three social workers who will address some of the issues associated with being a father in 21st century United States. One speaker will speak on the emotional significance of fathers on children. The second will address issues concerning fathers in the court system such as custody; establishment of paternity; and child support issues. The third will address fathers' involvement in the child welfare system including birth fathers; foster fathers; and adoptive fathers.

The presenters, all male social workers, will also address some of their professional experiences with young people and the influences of their fathers on their lives. In addition, they will discuss some of the emotional and concrete obstacles the often negatively impact on men's lives making them ambivalent in being a consistent presence in their children's lives. This panel discussion is designed to be interactive and audience participation will be highly encouraged.

Sarah Held. Finding Peace in the Rain-A Training for Sexual Assault Prevention and Intervention   11   POSTER

Abstract: Sarah Held
Marist College
June 1st, 2018
NYSSWEA Conference 2018: New York State Social Work Education Association 51st Annual Conference

Poster Category

Finding Peace in the Rain was originally given as a PowerPoint presentation and will be formatted into a poster display if accepted for the conference.

Conference Brochure

"Finding Peace in the Rain" is a research-based training on how public service providers can heighten their awareness of the prevalence of sexual assault for young adults between the ages of 18-24 and how to use that information to become more receptive to sexual assault survivors. "Finding Peace in the Rain" addresses how an individual can be better connected to preventing sexual violence through various societal roles such as becoming a more effective bystander, counselor, or community member.

Abstract

The research examined identified psychological and emotional consequences of sexual assault (Jha, 2012) (McClure, 2017), research studies of current college bystander methods and suggestions for improvement to these methods (Clear, Coker, Cook-Craig, Fisher, Garcia, Hegge, & Williams, 2011) (Koss & Rosee, 2001), and how to avoid the common counselor mistakes if someone reveals that they have been sexually assaulted in a clinical setting (Draucker & Martsolf, 2006). This presentation suggests the need for a greater societal role in violence prevention and how everyone has a significant part in changing social norms surrounding rape culture (Koss & Rosee, 2001).

"Finding Peace in the Rain" is an interactive training, which identifies and describes the skills of recognizing the prevalence of sexual assault on college campuses, identifying survivors of sexual assault, and adopting proper intervention tools for bystanders. This presentation is geared towards (but not limited to) various public service faculty and students in social work, psychology, education, criminal justice, and human resources.

Daria Hanssen. Exploring Faculty to Faculty Incivility: Using our Social Work Knowledge, Values, and Skills to Promote Change   12

Abstract: The phenomenon of uncivil workplace behaviors have been investigated in industry, healthcare, and higher education (Wright & Hill, 2014). Many studies have emerged in the nursing literature exploring uncivil staff interactions between nurses, physician assistants, physicians, and administrators (Stecker & Stecker, 2014). There is an emerging body of research on academic incivility including, between students, students to faculty, faculty to students, and faculty to faculty. However, research of faculty to faculty incivility is limited in the healthcare sciences, and particularly social work.

Faculty to faculty incivility is defined as disruptive behavior to cause psychological or physiological harm to a colleague (Clark, 2013). A few examples of faculty incivility may include: 1) giving colleagues the silent treatment; 2) micromanagement; 3) constant criticism; 4) gossip; 5) exclusion; 6) patronizing behavior; and 7) challenging colleagues knowledge (Namie, 2003). The effects of workplace incivility include increased stress, physical and mental health problems, absenteeism, low job satisfaction, and burnout. For students who witness faculty to faculty incivility, there may be a decreased ability to learn and apply their learning to the field practice setting.

Fear of retaliation by perpetrators, lack of support by administrators, and the absence of institutional policy for addressing these problems, are a few of the reasons that those who experience uncivil behavior do not seek resolution (Clarke, Olender, Kenski, & Cardoni, 2013). With the implementation of strategies and inclusion of resources to resolve incivility, the incidences of faculty to faculty incivility may decrease. The NASW Code of Ethics and the CSWE Educational Policy Accreditation Standards, address the importance of relationships with colleagues, as well as competence for professional behavior.

This presentation will describe faculty to faculty incivility, consequences of uncivil behaviors, and strategies to remediate incivility using social work knowledge, values and skills.

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Daria Hanssen and Stacy Williams. Diversity and Inclusion: An Interdisciplinary Approach   13

Abstract: Colleges have assumed the role of promoting honest debate and discourse. College campuses across the United States have witnessed growing student outrage in response to racial discrimination, hate or bias incidents, and hostile campus climates. Organized student activists have made and continue to make demands of faculty and administrators to improve the racial climate at their institutions. Student efforts to bring attention to racial incidents, and demonstrate solidarity, include such acts as walk outs, shout downs, sit-ins, marches, and hunger strikes (Ransby, 2015).

Institutions of higher education have an important role in helping students to understand and transcend their own perceptions of difference, as well as, engage respectfully with new ideas or different perspectives. However, before we can expect students to engage in critical thinking and respectful dialogues, faculty members need to challenge their own perceptions and worldviews, so that they may create a safe place for students to engage (difficultdialoguesuaa.org/handbook). Faculty are routinely challenged for bringing politics, race, gender, and religion into the classroom. Students are also challenged and even attacked for the beliefs and worldviews they embrace. Faculty may find they are at a loss for ways to handle these difficult situations. They may feel threatened, as a discussion dissolves into an emotionally charged and destructive experience, instead of the teachable moment that was planned (Williams & Conyers, 2016).

This workshop will describe how the faculty of the School of Social and Behavioral Sciences (SSBS), which includes the departments of criminal justice, psychology, social work and teacher education united to respond to student demands for increased racial and cultural sensitivity from faculty. Co-presenters, a social work faculty member and a psychology faculty member, will present the curriculum, readings, and interactive activities used to develop awareness, break down barriers, and forge new connections across and within disciplines. The presenters will share interventions designed to increase racial, ethnic, and gender sensitivity and awareness in the classroom.

This workshop is appropriate for educators, administrators, and practitioners who are charged with creating a more civil and just working environment.

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Mohan Vinjamuri, Justine McGovern and Antoinette Bailey. Looking Back, Reaching Forward: Intergenerational Social Work Practice with LGBTQ Communities   14

Abstract: This paper reports on a qualitative study exploring intergenerational social work practice with LGBTQ participants. The study was based on an intergenerational workshop consisting of six two-hour sessions during which participants engaged in small-group discussions and activities to explore how they envisioned their futures and how their past experiences as LGBTQ individuals help shape their future planning.

Doubly stigmatized due to sexual minority status and advanced age, older LGBTQ adults are at risk for worse outcomes from chronic illness, higher rates of depression, increased isolation and loneliness, and shorter life expectancy than non-LGBTQ peers (Fredricksen-Goldsen et al., 2013). LGBTQ youth often experience greater rates of bullying, suicide, drug use, and risky behaviors that impact their global health. The absence of role models, lack of family support, and first-hand experiences of institutional and cultural bias often reported by LGBTQ persons of all ages contribute to these significant disparities (Bamford, Kneale, & Watson, 2011). Moreover, negative age-based beliefs and other prejudices within LGBTQ communities and across other communities, including within social services agencies, can interfere with service provision and utilization. At the same time, members of LGBTQ communities are not without strengths and strategies for countering these disparities. Building social networks that extend beyond biological families and age-based cohorts is one such strategy that reflects individual and community resiliency (Rowan & Giunta, 2016).

Bringing together LGBTQ participants whose ages spanned seven decades to explore planning for their futures, this intergenerational workshop provided an opportunity for participants to create sustaining social bonds across generations. The workshop concluded with an advocacy action in which the researchers and participants presented the outcomes of the project to a community service provider. All workshop sessions were audio and video recorded. Group conversations were transcribed verbatim. This presentation will report on the results of a qualitative analysis of these conversations and will describe the steps for conducting intergenerational LGBTQ workshops and addressing practice challenges that may arise.

By helping to transform consciousness among LGBTQ participants, service providers and communities at large about the strengths and challenges of LGBTQ individuals across generations, this project aimed to reduce age and sexual orientation-related biases and encourage creative programming and service utilization. In providing a model for intergenerational social work with LGBTQ communities, this project can strengthen the role of social service agencies in improving health outcomes for vulnerable clients.

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lesbian, gay, bisexual and transgender adults and their loved ones. Journal of Gerontological Social Work, 57, 75-7.

Melissa McCardle, Amy Meyers, Afsha Malik, Gardenia Molina and Renson Delossantos. Paving the Way towards Education Equity on College Campus: Student Leadership, Dialogue, and Action   15

Abstract: Over sixty years ago, Brown v. Board of Education found educational segregation to be unconstitutional due to the gross inequity in educational opportunities for White as compared to Black students. Black and Latino children in the U.S. are more racially and socioeconomically segregated than during any period since data has been collected (Rothstein, 2013). Despite a stated belief in the inherent right to education equity, the United States has not protected this right and it remains as one of our greatest human rights challenges. The impact of this segregation mirrors that of other communities around the country, with regard to achievement outcomes (Fletcher & Tienda, 2010; Children's Defense Fund, 2012).

The current study was conducted on a college campus in Long Island, a region identified as the 10th most segregated in the country (Logan & Stults, 2012). Undergraduate student leaders were trained to facilitate interracial and interfaith discussions through an intergroup dialogue model (Zuniga, Nagda, Chesler, & Cytron-Walker, 2007) to elevate the voices and lived experiences of students who have attended segregated schools and create a strategic plan for community action. The presentation will highlight the forums created and the experiences of students from racially and spiritually diverse backgrounds who developed an action plan based on the process of learning from each other about education inequity. Student presenters will share their narratives and participants will be provided with a replicable model for program development
This model allowed participants the opportunity to work collaboratively with students from other professional disciplines in considering the most effective ways to address this entrenched social issue and develop their relationship with community partners already working on the issue of education inequity. Based on findings, discussion will ensue around the effectiveness of intergroup dialogue to enhance leadership and civil dialogue skills in order to contribute to education equity work in this region and perhaps throughout the country.

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Bryan Warde and Trena Saunders. Let's Talk About Race: Challenging and Transforming the Consciousness of Social Work Students as regards Classroom Conversations about Race and Privilege.   16

Abstract: Since the enactment of the 1964 Civil Rights Act, Black people, in particular, have made significant strides toward full equality in America, which arguably reached its zenith with the election and re-election of Barak Obama. However, despite these strides and the belief in some quarters that America is now a color-blind post-racial society, there is overwhelming statistical and anecdotal evidence indicating that racism remains a vibrant and stubbornly entrenched structural feature of American culture. Nowhere is this more evident than in the racial an ethnic disproportionality and or inequality that permeates the criminal justice system, education, healthcare, housing, employment and household income and wealth.

In recognition of the continued presence of structural racism in the lives of people of color, the NASW's Code of Ethics includes principles that social workers challenge social injustice. Similarly, the CSWE mandate that social work education curriculums include course content that addresses diversity, as well as advances the notion of social, economic, and environmental justice as a human right.

Not surprisingly, then, race, inequality, and more recently white privilege have become a feature of social work education classroom discussion. While available studies of these discussions are sparse, there is a growing recognition that when talking about race and concepts such as white privilege in the classroom, as well as in the larger society, it can be challenging and in many cases potentially risky for students and instructors alike. The anecdotal classroom experiences of my co-author and me can attest to just how difficult it is to speak about race, and most particularly white privilege without recriminations, hurt feelings, and or taking offense. However nowhere is it more vital to have these conversations than in the classroom. It is where students and instructors can hear and take in differing perspectives, ideas, and experiences to understand people's lived experiences, as well her or his biases. If social work students are to be culturally competent practitioners who challenge social injustice in the form of structural racism, then it is critical that they have the opportunity to broaden their understanding of the lived experiences of perennially oppressed and vulnerable people. It is equally vital that instructors be self-aware, comfortable and

skillful enough to facilitate these discussions in a manner that supports but does alienate students on differing sides of the issues.

Using Racial Identity Development theory, Critical Race theory, and an intersectionality framework, this workshop offers strategies that can be used to facilitate conversations about race in the classroom that encourage students to be both introspective and open to sharing their thoughts and feelings. And in doing so transform consciousness as it relates to race and privilege.

Anita Cooper-Molinero. Teaching in the 21st Century: The Impact of Interpersonal Relationships   17

Abstract: Teaching in the 21st Century: The Impact of Interpersonal Relationships

Brief description:

This presentation shares findings generated through qualitative analysis of student reflective writing as well as implications of the findings for social work education. Analysis focused upon the influence of interpersonal relationships in the classroom on learning and student empowerment.

Expanded explanation:

Interpersonal relationships are an important component of social work education. Interpersonal relationships are also one of several complex, dynamic factors influencing the learning environment and student learning outcomes. This presentation shares findings from a study examining interpersonal relationships in the classroom setting and the pathways through which such relationships influence learning outcomes. According to Marzano, (2003) "the core of effective teacher-student relationships is a healthy balance between dominance and cooperation" (p.49). Showing interest in students as individuals has a positive impact on their learning.

The qualitative study analyzed student reflective writing throughout the semester within a Practice I graduate course. Content analysis emphasizing selective coding of interpersonal relationships in the classroom was utilized (Hsieh & Shannon, 2005). Findings reveal that interpersonal relationships influence the learning environment and learning outcomes in both a positive and negative manner. In addition, relevant interpersonal relationships include both student: student relationships and student: professor relationships. The author will share study findings as well as the benefits of using a student-centered learning approach to create empowering partnerships with and among students in the classroom.

References:

Hsieh, H. & Shannon, S. (2005). Three approaches to qualitative content analysis. Qualitative Health Research, 15(9), 1277-1288.

Marzano, R. J. & Marzano, J.S. (2003). Building Classroom Relationships. Educational Leadership, 61: 1, 6-13.

Kasey Geremia. The Impact of Social Media on Loneliness   18   POSTER

Abstract: As technology and social media has rapidly developed, so has the amount of time individuals spend engaged with social media sites. Ninety-two percent of teens, ages 13 to 17, report going online daily and 24% report going online "almost constantly" due to the accessibility of smartphones. Social media networks such as Facebook, Twitter, Instagram, Snapchat, and YouTube have grown in popularity and especially with the adolescent population (Lenhart, 2015). Social media networking can be beneficial for making connections and gaining social capitol, but it also can have harmful effects on the mental health of an adolescent (Best, Manktelow, & Taylor, 2014). Adolescents are at the developmental stage where they are heavily influenced by their peers. They are influenced not only in person, but also on social media (Teppers, Luyckx, Klimstra, & Goossens, 2014). Therefore, adolescents increasingly using social media are experiencing isolation and can become sad and lonely.

Amanda Neveu and Janet Acker. A Home for the Dying: A PhotoVoice Research Initiative   19   POSTER

Abstract: Brochure Description
The Joan Nicole Prince Home, a two-bed comfort care home in Scotia, NY, worked alongside a Social Work graduate student from The College of Saint Rose a on research study utilizing the PhotoVoice advocacy tool. Following narrative analysis of research findings, participants prepared a community exhibit displaying their images in hope of expanding end-of-life discussions and to highlight the efforts of The Joan Nicole Prince Home.

Abstract
Death and dying are taboo topics of discussion in society today, however there is a place where death & dying discussions are encouraged, shared, and valued. That place is The Joan Nicole Prince Home, a comfort care home for the dying in Scotia, NY. The home provides end-of-life care to residents with 3 months or less to live and bereavement services to resident families through volunteer support. The Joan Nicole Prince Home has been a supported comfort care home of Schenectady County for 11 years. The home relies on volunteers from SUNY Albany, Albany Medical College, The College of Saint Rose, and the community at large for support. Recently, the home has experienced a decrease in their volunteer commitments, which may be connected to the lack of awareness of the home and the unending resistance to discussions of death in society. Volunteers from the home have noted a drastic change in their lifestyle, a better understanding of holistic care, grief, and have actively encouraged others to decrease the taboo of death and dying. Currently, these outcomes have only been anecdotally accepted. To further convey these powerful outcomes, they must be demonstrated as evidence to the general public. With evidence of the remarkable effects the home generates, society may begin to recognize death and dying and move toward acceptance. Producing evidence of these experiences and changes in perspective, requires asking the question: What are the experiences of the staff, volunteers, residents, and resident's families at the Joan Nicole Prince Home? Through a qualitative narrative research design using the PhotoVoice advocacy tool and a community exhibition, the research hopes to bring awareness to death and dying discussions and highlight the benefits of comfort care homes. In using the PhotoVoice model, volunteers, residents, families, and staff will capture moments at the home, using cameras, and provide brief descriptions for their captured images using a narrative note template. The narrative note template asks five questions, (1) "describe your photo", (2) "I want to share this photo because...", (3) "What is important for people to understand about this photo?", (4) "What does this photo tell others about me or The Joan Nicole Prince Home?", and (5) "How can this picture provide opportunities for the community to improve?" Following narrative analysis of images and narrative notes, participants will produce a community exhibit displaying their images and narrative notes. A final research report and a photobook will follow at the end of the research study and exhibit. The research results and its implications are currently undergoing analysis for discussion.

Rebecca S. Rouland Polmanteer and Braden K. Linn. Pedagogical and Curricular Development Strategies for Transforming Social Justice Consciousness in Social Work Learners 20

Abstract: Identified by both the National Association of Social Workers (2017) and the Council on Social Work Education (2015) as one of the guiding principles of social work, social justice is considered a cornerstone of the profession (Coyle, 2017; DiNitto & McNeece, 2008; Weiss, Gal, & Katan, 2006). As learners, social workers can understand social justice through undergraduate and graduate education (individual courses, such as policy, and across the curriculum) and continuing education courses. Despite the importance, social work learners frequently struggle to be enthusiastic about or obtain a passion for social justice (Anderson & Harris, 2005; Coyle, 2017; Henman, 2012). Worsening the problem is that commonly used teaching strategies may not elicit interest among social work learners for social justice or policy (Coyle, 2017).

Teaching social policy content is challenging (Day, 2016) and the topics of policy and social justice are oftentimes considered peripheral to social work curricula (Mendes, 2003). Social work educators primarily focus on introducing conceptual aspects of social policy rather than developing or instilling policy practice skills (Pawar, 2014). Unfortunately, social work educators may struggle to identify new and creative approaches to learning that can not only teach information but transform consciousness. In fact, preliminary research suggests that the majority of policy courses integrate only lecture or lecture and a tutorial (Pawar, 2014). More integrative approaches, such as presentations, simulations, service learning, or experiential opportunities, are rarely used (Anderson & Harris, 2005; Coyle, 2017; Gibbons & Gray, 2005; Pawar, 2014; Rocha, 2000; Weiss-Gal, 2016) although faculty desire to use integrative approaches to promote social policy (Anderson & Harris, 2005; Weiss-Gal, 2016).

Moreover, research has found that social work curricula provides minimal training in social policy and policy practice (Weiss, Gal, & Katan, 2006) including the relationship between policy and practice (Anderson & Harris, 2005; Pawar, 2014). Unsurprisingly, research supports that post-graduation, few social workers are prepared to engage in policy practice (Mendes, 2003) and even fewer are actively involved in social justice efforts (Weiss, Gal, & Katan, 2006). In fact, alumni surveys indicate that practitioners felt much less prepared to engage in social justice efforts compared to direct practice (Anderson & Harris, 2005). There is an apparent disconnect between learning and practice among social work students, educators, and practitioners, suggesting that although social workers learn about social justice in education, the approaches to learning may not be enough to transform consciousness related to the topic.

Social work curriculum and pedagogical approaches can be avenues through which to establish success in social justice and policy learning and integration (Gibbons & Gray, 2005; Anderson & Harris, 2005; Mendes, 2003; Pawar, 2014). However, there has been minimal attention on to how to best elicit a passion for social justice among social work learners (Henman, 2012; Rocha, 2000). The purpose of the proposed presentation is to provide strategies specific to pedagogy and curricular development, including infusing policy practice skills, that can not only teach social justice content but transform consciousness among learners in undergraduate, graduate, and continuing education settings.

Rebecca S. Rouland Polmanteer, Carol Brownstein-Evans and Robert H. Keefe. Working with Mothers at Risk for Postpartum Depression: Interprofessional Education and Collaboration to Promote Social Justice 21

Abstract: Of mothers who give birth in the United States, approximately 25% will develop postpartum depression (PPD; Gaynes et al., 2005; Schaar, 2012). Symptoms of PPD include intense sadness or loss of interest accompanied by loss of appetite, sleep problems, and cognitive challenges (American Psychiatric Association, 2013). Using a social justice perspective (DiNitto & McNeece, 2008) helps illuminate the disparities in PPD prevalence, screening, intervention, and access to care that should not exist. Mothers from marginalized backgrounds, such younger mothers and mothers living in rural areas, or who are of low-income or members of non-dominant racial/ethnic groups (Leigh & Milgrom, 2008) are more likely to experience PPD. Mothers with PPD are likely to be intersectionally affected (Rouland Polmanteer, Keefe, & Brownstein-Evans, in press) by biogenetic, psychosocial, and socioeconomic risk factors (O'Hara & McCabe, 2013; Yim, Stapleton, Guardino, Hahn-Holbrook, & Schetter, 2015). In this proposed presentation, the researchers argue that interprofessional approaches to education, practice, research, and policy can be maximized to address PPD with social workers as the architects of those interprofessional collaborations.

An interprofessional commitment to addressing PPD is supported by federal policy particularly Section 2952 of the Patient Protection and Affordable Care Act (2010). Additionally, the U.S. Preventive Task Force (2016) urges all healthcare providers to screen pregnant, postpartum, and mothering women for depression and recognizes the skills social workers and other healthcare providers have in assessing, diagnosing, and intervening with mothers at risk for depression.

Despite the federal and organizational commitment to interprofessional education and collaboration among professionals who interface with mothers at risk for PPD, little research has focused on actual interprofessional approaches to working with these new mothers. Consequently, educators, practitioners, and agency supervisors and administrators seeking to plan and provide services informed by evidence-based research have scant information to rely on. This situation is problematic given the fundamental strategies to address health disparities include understanding, educating, and taking action to address the health condition and contextual factors (The National Academies of Science, Engineering, & Medicine, 2016).

The purpose of this presentation is to begin addressing the limitations in the existing empirical base by identifying the importance of interprofessional education and collaboration among professions working with mothers at risk for PPD; discussing approaches all professionals can use in practice when assessing, intervening, and evaluating mothers at risk for PPD; and considering how educators from all professions can integrate content on PPD, including from an interprofessional focus, into education. Education and practice recommendations are informed by qualitative data from a research study of mothers with histories of PPD, quantitative data of professionals who screen for PPD, and continuing education data from professionals who received training on PPD. The presentation will showcase how interprofessional teams, crafted by social workers as social justice architects, can work to promote screening, assessment, intervention, and access to care for mothers experiencing PPD.

Melissa Dos Santos. Mental Health Challenges Faced by Active-Duty Soldiers, the Reliability of Soldiers Self-Reported Screenings and TRICARE's Treatment Accessibility 22   POSTER

Abstract: Mental health issues are an expected side effect of serving in the United States Armed Forces (Avery & Wadsworth, 2011). Accessing mental health services while active in the military can be strenuous with TRICARE being unreliable for coverage. TRICARE is the healthcare of the United States Department of Defense, it provides civilian health benefits for U.S Armed Forces military personnel, military retirees, and their dependents, including some members of the Reserves (Tricare, 2018). TRICARE is the soldiers only insurance when serving Active-Duty, no other coverage is allowed (Tricare, 2018). Mental health concerns can consist of anxiety or behavioral disorders which can be expressed through suicidal tendencies, substance misuse/abuse/ dependence, and numerous other traits (Visco, 2009). Stress is common among active-duty personnel and can be associated with a variety of mental health and job performance outcomes, those with the highest levels of stress are age 25 or younger (Hourani, 2006). Psychologist David Rudd mentioned the concept of how the military may not be the best place for extended psychiatric care (Christensen, 2013). Military psychologists are being encouraged to enforce the same confidentiality standards that civilians receive; this may contribute to the low number seeking services since there is no similar practice in the military (Christensen, 2013). The mental health screenings lack unbiased results as based on enlistment and annual self- reported questionnaires. The Air Force did not require a screening until August 2017 (Holstein, 2017). The Study to Assess Risk and Resilience in Servicemembers (STARRS), a project conducted done by the U.S. Army and U.S. National Institute of Mental Health surveyed 5,500 soldiers. It was found that 25% of active-duty non-deployed Army tested positive for a mental disorder and within that, 11% tested positive for having more than one disorder (Willingham, 2014). As part of the annual physical health assessments and post-deployment exams, military care providers need to actively watch for the warning signs of mental illnesses and turning further treatment over to mental health practitioners (Smedley, 2016). In Indiana, a survey of the state's National Guard and Active-Duty residents, found that there were delays in accessing mental health services with TRICARE or difficulty locating providers (Avery & Wadsworth, 2011). It is possible private mental health agencies can offer more support and less fear of retribution to active-duty soldiers compared to VA Hospitals, military treatment facilities and TRICAREs limited treatment options. If soldiers could utilize private mental health facilities it is more likely they will seek assistance earlier, reducing the rates of future mental health concerns ultimately fortifying our military.

Evan Senreich. Factors Influencing Social Workers' Workplace Stress and Compassion Satisfaction: The Results of a U.S. Multi-State Online Survey   23

Abstract: Introduction

There has been considerable attention in the literature paid to the high levels of stress engendered by engaging in social work practice. Social workers often are employed in fast-paced institutional and social service agency settings, working with clients who have experienced significant trauma. Professionals in this field may therefore experience varying degrees of secondary trauma and burnout imperiling their own well-being as well as their ability to help their clients effectively (Bride, 2007; Caringi et al., 2017; Kim & Stoner, 2008; NASW, 2016). There has also been limited research in the field of social work regarding the phenomenon of "compassion satisfaction," which has been defined as the pleasure helping professionals derive from being able to perform their work effectively (Stamm, 2010). It includes positive feelings about helping others and contributing to the greater good of society

Research regarding workplace stress and compassion satisfaction among social workers has generally utilized limited sample sizes, and has focused on a small number of factors that impact these phenomena. It was therefore the purpose of this study to examine compassion satisfaction and workplace stress among a large sample of licensed social workers in 13 U.S. states, and to explore how many different demographic, personal wellness, and workplace factors, as well as working in specific fields of practice, impact these two variables.

Methods

In 2015, 6112 licensed social workers in 13 U.S. states responded to a 75-item online survey that included their perceptions and feelings regarding their work. This survey included scales measuring workplace stress and compassion satisfaction, the study's two major dependent variables. Over 35 personal demographic/background factors, physical and behavioral health factors, workplace factors, and fields of practice were examined to see how they affected the participants' reported levels of workplace stress and compassion satisfaction. Furthermore, the participants' overall feelings about being a social worker were explored, as well as their reactions to a number of specific social work workplace issues.

Results

Participants' workplace stress scores averaged in the moderate range, with participants having generally high levels of compassion satisfaction. Factors influencing workplace stress and compassion satisfaction at statistically significant levels were race, age, relationship status, having children, religion, having mental health or physical health problems, engaging in direct practice, and engaging only in private practice. Working in child welfare and in welfare/public benefits agencies increased stress, whereas working in employee assistance programs resulted in decreased stress. The participants' own mental and physical health problems had the most potent impact on workplace stress and compassion satisfaction. 82% of respondents either strongly or somewhat agreed that they were glad they chose social work as a career. Workplace aspects that respondents felt least satisfied with were their low salaries and lack of good supervision.

Conclusion

This study demonstrates that although social workers experience various levels of workplace stress based on numerous factors, the field offers the individual the opportunity to experience the satisfaction that comes with helping people, with the vast majority of respondents glad that they chose this field as their career.

Marlon Agustin-Mendez. Undocumented Student Success: Removing Barriers that Prevent Educational Attainments   24

Abstract: A young individual, under external influences and not of their own self-determination, is taken from her or his native land to encounter foreign languages and cultures, and is expected to meet various tangible and intangible expectations. It is during the process of assimilation that they become aware that they are different — they become aware of their "undocumented" status and the limitations that this status carries. Through lived experience and substantial involvement with
the undocumented-student population, in this presentation I raise awareness about the barriers that exist within higher educational institutions that prevent undocumented students from successfully completing their educational goals. Working together with colleges and universities, social workers can address the challenges derived from the undocumented student experience and transform consciousness about this group of students in order to build a more equitable world.

Alexis S. Glennon, Vikki O'Connor and Doyle K. Pruitt. Identification and Ethical Management of Student Mental Health issues in the College Setting   25

Abstract: This presentation is intended to outline the prevalence and problems of mental illness among college students, provide an overview of policies dictating practice, and strategies that social work educators can utilize to manage students with mental illness in the classroom and field setting.

Harriet Goodman. Restorative Justice Practices and Social Work: Improving Individual and Community Functioning   26

Abstract: Failures in the criminal justice system dominate the public discourse about crime and justice. Conditions such as wrongful convictions, mass incarceration, high recidivism rates, and racial disparities have led to social worker's opposition to retributive sentencing and zero-tolerance policies that have resulted in mass incarceration, the school-to-prison pipeline, and "pernicious racial disparities" (Karp & Frank, 2016). Current criminal justice policies call on social workers to engage with criminal justice agencies and people caught up in the system. Our clients express rising concerns about over-policing in communities of color, mass incarceration, the reintegration of returning citizens, and the murder of Black people by police. They are also deeply troubled about crime in their communities. These contemporary concerns that have led to the devastation of vulnerable communities offer momentum for the profession to re-engage with our historic role of community service (Courtney & Specht, 1994) to address the concentration of criminal activity in particular communities.
Restorative justice (RJ) offers a way in for the profession to engage in these issues. Restorative justice is a theory of justice that argues for what should be done in the face of actions that have caused harms through a process that involves the transformation of the individual offender. This paper discusses the promise of restorative justice practices to address the growing public dissatisfaction with the criminal justice system. Although some restorative justice advocates have questioned whether criminal justice system agencies can build their practices on RJ principles, I present examples from an urban department of probation that demonstrate their successful integration and the role that social work practice played in their design and implementation.

Katherine Kilcullen. Enironmental Factors of Off-Campus Bars and Perception of Danger of Sexual Assault: A Literature Review   27   POSTER

Abstract: Since the 1980s, it has been consistent that every 1 in 4 college-aged women report being raped or sexually assaulted during their time at school. A study by Thompson and Cracco (2008) which involved 264 males from 22 colleges across the United States found that 80% of these men reported having "grabbed a woman's butt" in passing while in a public setting. According to the United States Department of Justice, this act falls under their definition of sexual assault, which is any nonconsensual sexualized act, including acts that take place when the victim is incapacitated. While many studies have been conducted that discuss risk factors of sexual assault on campus, little discuss the sexual assaults that occur at off

campus bars or parties. This paper will review literature on sexual assaults that occur at bars or large club scene parties frequented by undergraduate college students, and then seek to explore possible environmental factors that could contribute to these events occurring. These environmental factors include, but are not limited to, number of bathrooms, number of floors, total square footage of the space, number of rooms, width of hallways, number of seating areas, crowding, DJ involvement, and placement and number of bouncers. This literature review will provide a template for a future study regarding the correlation between perception of danger from sexual assault and/or harassment at bars in a college town and the environmental factors of these institutions.

Office on Violence Against Women, United States Department of Justic. (2018, April 11). Sexual Assault. Retrieved from https://www.justice.gov/ovw/sexual-assault
Thompson, E. H., & Cracco, E. J. (2008). Sexual aggression in bars: What college men can Nnormalize. The Journal of Mens Studies, 16(1), 82-96. doi:10.3149/jms.1601.82

Amanda Sisselman-Borgia and Jonathan Lau. Experiences of Microaggressions in Homeless Adults   28

Abstract: Experiences of Microaggressions in Homeless Adults

This presentation will provide a preliminary overview of findings related to experiences with microaggressions, or subtle acts of discrimination among a sample of 87 homeless adults in New York City. Findings will include the second round of Homelessness Microaggressions scale validation that was conducted with this data. The challenges and successes associated with data collection with this often difficult to reach population will also be addressed.
A new body of literature examining subtle discrimination shows that these acts or gestures can be equally or more devastating to those experiencing them than overt forms of discrimination. Homeless adults are often more visible in society and may be subject to discrimination based on their homeless status in addition to discrimination or microaggressions based on their race or ethnicity. Research demonstrates that discrimination, including subtle forms, such as microaggressions can have deleterious impacts on the health and well-being of the individuals on the receiving end (Sue, 2010). Very little research has examined discrimination or microaggressions in homeless adults and the potential impact these experiences could be having on the health and well-being of this population. A scale was developed by this research team to measure experiences of homelessness microaggressions to address this gap in the literature .
Homeless adults (N=87) were recruited from two homeless drop in centers in Manhattan. Both drop in centers draw large crowds of homeless individuals from across New York City's five boroughs. A written survey was used to collect data on experiences with discrimination based on race/ethnicity and homelessness. The survey included the Racial and Ethnic Microaggressions Scale, the Homelessness Microaggressions Scale, and the MOS SF-36 regarding physical and mental health functioning. Participants were given a $15 gift card as incentive for their participation.
Preliminary analysis demonstrates that approximately 50% of the participants reported experiencing some form of racial or ethnic microaggression (e.g. "someone told me that all people in my racial group are all the same") within the past 6 months. For microaggressions related specifically to their homelessness status (e.g. "people assume that I have behavioral issues"), approximately 60% of participants reported such occurrences within the past 6 months. Findings related to health and wellbeing of the participants as they relate to experiences of microaggressions will also be presented. Implications for social work practice, education, and research will be discussed.

References:
McHorney, C. A., Ware Jr, J. E., & Raczek, A. E. (1993). The MOS 36-Item Short-Form Health Survey (SF-36): II. Psychometric and clinical tests of validity in measuring physical and mental health constructs. Medical care, 247-263.
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Torino, G. & Sisselman, A. (2017). Homeless Microaggressions: Implications for social work education, research, and practice. Journal of Ethnic and Cultural Diversity in Social Work, 26 (1-2), 153-165.

Jason McKinney. Grounded Supervision: a systematic approach for increasing fidelity, focus, and direction. 30

Abstract: In the spirit of evidence-based practice, it is more important than ever that social work supervisors "practice what we preach," and ensure supervisees are provided a systematic and replicable approach to supervision. The effects of social work supervision extend beyond the social worker, to the client, the client's family, and to colleagues of the social worker and supervisor (Bradley & Ladany, 2001). With such great reach the significance of competency-based eduction for social work supervisors is evident. This presentation will detail the Grounded Supervision model.

Carla Sofka. Digital Survivor Advocacy: Healing through Social Action   31

Abstract: The ability to find meaning in the aftermath of tragedy has a significant role in the psychological impact of such an event as well as a person's ability to cope with tragedy. Some people who survive the traumatic loss of a loved one channel their grief into social action. They become "survivor advocates" who work to prevent others from experiencing a similar loss or trauma through education, raising awareness, influencing the decisions and actions of others, and policy change. The role of survivor advocacy in the process of searching for meaning and coping with grief and loss has received some attention in the literature. However, the influence of digital and social media on survivor advocacy efforts remains largely unexplored.

Following a brief summary of the literature on meaning making following loss and survivor advocacy, this presentation will introduce participants to the terminology that is used to describe digital activism/cyberactivism as well as the types of digital and social media that are being used to facilitate participation in digital survivor advocacy efforts. A list of resources for additional information about this advocacy strategy will be provided.

Case studies will illustrate the use of digital survivor advocacy in relation to aid in dying (Compassion and Choices / Brittany Maynard), gun violence prevention (Sandy Hook Promise/Everytown for Gun Safety, the prevention of distracted driving ("518" case), prevention of hate crimes (Matthew Shepard Foundation) and mental health awareness/ suicide prevention (Semicolon Project). Implications for social work practice with bereaved individuals and for social work education will be presented.

Leah Miller and Elaine Congress. PROMISING PRACTICES FOR COUNTERING XENOPHOBIA AND PROMOTING THE SOCIAL INCLUSION OF MIGRANTS AND REFUGEES   32

Abstract: Teaching social work students about becoming architects for promoting social justice is an important goal of social work education. Student placements at the United Nations provide an excellent setting to learn about promoting social justice nationally and internationally. In addition, students often have the opportunity to conduct research that helps insure our success in promoting a social justice agenda. This paper presentation will focus on a student's successful involvement in an ongoing project aimed at both promoting understanding and gathering evidence that enhances our capacity to promote social justice around the world.

Displacement of migrants and refugees occurs in many parts of the world where migrant and refugee populations face intolerance, xenophobia and other barriers to integration and inclusion. While at the United Nations member states are charged with developing policies, NGOs that are only supported by limited funding from professional and religious organizations have a primary responsibility of protecting and ensuring that migrants are positively received in their destination countries.

How have NGOs been able to do this? To gather evidence about NGOs success in this area, members of the NGO Committee on Migration's Subcommittee on Countering Xenophobia and Promoting Social Inclusion designed and distributed a survey in November 2017 to identify promising practices for countering xenophobia and promoting the social inclusion of migrants and refugees.

In order to conduct this survey, this NGO Subcommittee collaborated with the UN Together Campaign and sent a survey to NGOs and related organizations who serve migrants and refugees throughout the five United Nations regional groups. The goal of the survey was to identify promising practices for countering xenophobia toward migrants and refugees by attaining a better understanding of xenophobia experienced in various regions, barriers to social inclusion, gaps in service, and organizational challenges that organizations have identified. In total, 76 NGOs responded to the survey. Out of the 76 respondents, eight NGOs were selected for providing excellent examples of promising practices for counteracting xenophobia of migrants and refugees. They were chosen based on the detail and specificity of their descriptions, innovation and creative nature of their projects, their social integration, inclusion, social justice, anti-discrimination strategies, and their partnerships with local authorities and stakeholders.

The Subcommittee presented this data during the intergovernmental negotiations on the Global Compact for Safe, Orderly and Regular Migration in the spring of 2018. The subcommittee hopes to continue collecting information through redistribution of the survey later in the year. The results of this survey will be used to help counteract xenophobia and promote social inclusion of migrants around the world.

UN General Assembly. (1948). Universal declaration of human rights (217 [III] A). Paris.

Susan Mason and Bonnie Pollak. The Legal Perspective on School-based bullying: Working toward an Interprofessional Agenda   33

Abstract: Purpose
This study identifies and discusses the legal perspective of school-based bullying behavior and links findings with the work of school social workers and educators. It focuses on school and community policies as well as those at the state and national levels. Data in support of policy changes are culled from a review law journals on the current state of bullying and the law. Face-to-face and cyber- bullying taking place on or near school grounds are considered national problems that have considerable social justice implications.
Background
Statistics on school bullying show that between 1 in 4 and 1 in 3 students have been bullied in school in the US (Robers, Zhang & Truman, 2012). For children in special categories such as LGBTQ youth, youth with disabilities, youth from different religious or ethnic background from most students in a school, non-conformity gender youth and youth with special needs the number are higher (Higdon, 2011; US Department of Health and Human Services, 2017). Additionally, children who are bullied are more likely to feel unsafe in school, that they do not belong in school, and demonstrate lower achievement levels than children not subjected to bullying (Glew, et al, 2005).
Method
A review of 18 Law Journal articles yielded findings pertaining to policy changes for protecting children from bullying. Changes are identified and discussed with special attention to the interprofesional implementation and advocacy.
Results
The following policy and implementation suggestions for changes are identified:
1. Stricter enforcement of existing rules of reporting incidents of bullying. One author suggests a Congressional Act requiring reporting. Insufficient reporting of incidents is viewed as inadequate (Culhane, 2013; Pierce, 2012).
2. Lowering the standards for successful law suits based on Federal and State law protections. Currently it is difficult to win remedies in courts (Culhane, 2013; Kosse & Wright, 2005).
3. Declaring bullying in schools a public health problem in order to attract increased funding for education of school personnel and students (Culhane, 2013).
Implications
Bullying laws vary by states, but norms for tolerance should be consistent with social justice values. Collaboration among social workers, educators, community members and legal professionals in each school, school district and state may be required to create meaningful policies for school-based bullying protection. Social workers can be encouraged to learn the laws in their localities, join with other professionals and advocate for strict and effective implementation. They can work towards forming coalitions with multi-disciplinary professional organizations and engage the support of local and state governments for stricter laws and enforcement. Further, they can support rehabilitation rather than criminal records for children who bully. Bullying behavior may result from poor or insufficient parental guidance and each case deserves rigorous examination. These actions are a means toward the goal of ensuring the right to an education for all youth without the fears associated with bullying.

Dirk de Jong. Christian Social Work Education and Transgender Issues: Values Conflict or Reconciliation?   34

Abstract: This presentation discusses a number of recent studies, both quantitative and qualitative, regarding the intersection of religious values and professional social work values. Specifically, the research, conducted by the presenter since 2014, explores how gender identity and transgender issues are viewed by social work students and faculty in conservative Christian colleges. A significant number of these institutions applied for exemptions to Title IX in order to avoid having to accommodate transgender students. This controversial step provided the political context for the research.
The studies to be reviewed examined the attitudes of social work faculty and students, as well as the integration of gender identity issues in both the explicit and implicit curricula. The presentation will analyze the findings relative to the moral theories of Virtue Ethics and Ethics of Care, as well as Yarhouse's (2015) conceptual model of understanding gender identity issues from a conservative Christian perspective. That particular model will be critiqued
for its apparent ambivalence -- an ambivalence which is also reflected in some of the research data. In closing, an attempt will be made to envision reconciliation between conservative values of faith and professional values pertinent to nondiscrimination and inclusion, with respect to both the social work profession as well as social work education.

Mathew Cuellar, Susan Mason, Charles Auerbach and Christine Vyshedsky. Social worker views on the current state of school safety in the United States: A qualitative study   35 POSTER

Abstract: Background and Purpose: The purpose of this study is to examine the shared concerns and remedies school social workers have about safety in their schools. School social workers have traditionally been utilized to perform a number of functions that aim at positively impacting student academic performance and behavioral outcomes. School social worker effectiveness is reliant on an ability to identify and understand factors that influence the educational environment. Therefore, practitioners have a vested interest in policies and practices that shape school context, such as those introduced through school safety and security initiatives. However, there is a dearth of research that explores school social workers perceptions towards school safety in today's schools. This study utilizes qualitative data to examine school social workers' perspectives towards safety and examines their

recommendations for improving safety in United States schools. This presentation outlines timely implications of schools safety concerns from the understudied perspective of school social workers.

Methods: As part of a larger study, data were collected from 503 school social workers across the United States. Of these responses, 252 (50.1%) provided a response to the qualitative prompt "In general, how do you think school safety in the United States can be improved?" Respondents shared the culture of the school social work profession but worked in a wide variety of school settings. The method employed was an inductive, thematic approach based on a grounded theory design. Its purpose was to determine the aspects of school safety most concerning to participants. Data were reviewed manually for salient themes. Open, axial, and selective coding methods were utilized.

Results: Open coding resulted in 6 main categories: 1) increasing mental health and social services in the schools; 2) employing more school social workers; 3) eliminating guns in the schools; 4) increasing the ties between schools and communities; 5) paying more attention to community culture, school culture and school climate; and, 6) better training for teachers, security officers and social workers. Through axial and selective coding these were reduced to three salient themes: 1) Focusing on school-community partnerships; 2) advocating for policy changes that affect school safety; and, 3) increasing training for school personnel. These broader themes reflected the majority of the responses.

Conclusions and Implications: Social work practitioners in today's schools may want to further advocate for school-community partnerships that either bring mental, social and health services either on-site or near-bye the schools. School social workers know that access to education does not begin at the school gates; it is in the home and neighborhoods where children learn the value of education. The findings from this study indicate the importance of school-community involvement in ways that can influence state and local policies to increase safety and provide adjunctive services to children and their families. Collaborative work among researchers, school-based staff including social workers, and community activists is the next steps in ensuring healthy development of the youth they serve. Implications for practice are discussed and recommendations for future research are provided.

Glenny Valoy, Lisa Rose and Rose-Marie Äikäs. Justice Involved Human Services Students; Their Need for Safe Space and Classroom Strategies for Self-Disclosure.   36

Abstract: See uploaded paper.

Jen Herman. Social Entrepreneurship and Social Work Practice: A Case Study   37

Abstract: The Code of Ethics of the National Association of Social Workers (NASW) requires social workers to serve people, pursue social justice on behalf of the vulnerable and oppressed, and to work to improve the dignity and worth of all. While poverty in the United States is at 13.5% (United States Census Bureau, 2017), older industrial cities with high concentrations of poverty are experiencing unprecedented revitalization (Mallach, 2014). In many cases, the impact on cities is a polarization between the incumbent population living in poverty and the newer arrivals of higher social status and income. Thus, economic and racial inequality increase in these cities, disproportionately impacting African-American populations across cities studied including Detroit, St. Louis, and Pittsburgh (Mallach, 2014). While jobs are shown to increase in gentrifying neighborhoods, incumbent residents experiencing significant job loss and local jobs decline in service-oriented, goods-producing, low-wage positions (Meltzer & Ghorbani, 2017). Social workers have a duty to understand the present social forces impacting their communities, and the people they serve, increasing displacement and poverty.

While the concept of social entrepreneurship is exploding in academic pedagogy of business and public administration curriculum, it is relatively absent from the social work curricula, leaving a gap in the opportunity for these businesses to instill social work values into these social enterprises (Berzin, 2012; Fernando, 2015). Through exploration of the historical context of social entrepreneurship within social work as well as the current social, economic and political landscape, the presenter will examine how social workers can develop social enterprises in pursuit of social justice causes.

As part of this presentation, the presenter examines how social workers can address these issues through the concept of social entrepreneurship, creating for-profit social enterprises with a vision of social and economic empowerment in these revitalized neighborhoods. Bornstein (2010) defines social entrepreneurship as "a process by which citizens build or transform institutions to advance solutions to social problems, such as poverty, illness, illiteracy, environmental destruction, human rights abuses and corruption, in order to make life better for many."

Through this lens, the presenter will examine a case study of a new social enterprise in its first year developed by a graduate social work student and a graduate community and economic development student. This enterprise is in the food industry and located in a historically economically disadvantaged community in a newly renovated abandoned building operated by a local homeless and housing non-profit organization. This unique for-profit and non-profit partnership is a part of a growing trend of non-profit organization's adaption to funding cuts and financial insecurity. The concept of social entrepreneurship offers a new lens for social workers to envision professional roles and opportunities within the realm of social work and urges social work program directors to develop curriculum on social entrepreneurship.

Rebecca Holzhauer. The Lack of Social Justice for Survivors of Child Sexual Abuse: Examining Child Sexual Abuse Response through a Social Justice Lens   38   POSTER

Abstract: PRESENTATION CONTENT
Child sexual abuse is widespread and occurs in all communities around the United States, regardless of factors such as race, background, and socioeconomic status. Sexual abuse is a life-altering experience that may impact the survivor mentally, physically and/or emotionally as he/she attempts to cope and make sense of the experience. Multiple agencies/organizations are entrusted with the joint responsibility to investigate reports of child sexual abuse and ultimately generate consequences for the offender. Child Protective Services (CPS) is the primary agency responsible for investigating suspected child sexual abuse. CPS typically works in collaboration with law enforcement to conduct the investigations. This allows caseworkers and law enforcement to determine if abuse occurred and what the consequences will be for the offender.
Social justice for survivors, as defined in this presentation, would entail the offender being prosecuted or convicted as a consequence of the sexual abuse and the survivor ultimately able to engage in the coping/healing process. Regardless of CPS and law enforcement working together to convict offenders, it is difficult for survivors of child sexual abuse to obtain a sense of social justice.
There is significant evidence of the low prosecution rate for offenders of child sexual abuse. For example, Champion (2008) has asserted, "Over 90 percent of reported child abuse cases never advance to the prosecution stage". This presenter will discuss the social justice impact of this reality. The low prosecution rate for offenders ultimately has an impact both on the overall sense of social justice felt by survivors of child sexual abuse as well as their later functioning. Childhood abuse may lead to a number of outcomes for survivors such as "depression, anxiety, posttraumatic stress disorder (PTSD), anger and aggression, attempted suicide, sleep problems, and drug and alcohol abuse" (Boyle, MacMillan, Tanaka, & Williams, 2015). It is evident that the traumatic nature of childhood sexual abuse potentially leads to harmful, long-lasting effects for the survivor. However, these effects may be lessened if individuals are helped to attain a sense of social justice through an effective social and legal system that not only claims to do justice but is also perceived by survivors as doing justice and bringing them much-needed relief or healing.
The presenter will recommend changes to current policy that will significantly increase the prosecution and conviction of offenders and thereby increase healing opportunities for survivors. In addition to others, the presenter will recommend active social work engagement to attain changes to the current statute of limitations in New York State, partnership

building between child welfare agencies and school districts, and advocacy for children who have experienced sexual abuse. .

Abstract: A recent CDC report showed rates of suicide in the United States have risen during the period of 1999 to 2016 (https://www.cdc.gov/vitalsigns/suicide/.html). This report combined with recent celebrity suicides have led to a more intense push to bring more awareness to suicide, mental health, and addictions. The second leading cause of death for adolescents and young adults is suicide (https://www.samhsa.gov/suicide-prevention) and these age groups are also most likely to use social media. Reddit is a newer form of social media in which users need to subscribe to a community (called a sub-Reddit) and be approved by a moderator to post content (Mills, 2011; Singer et al., 2014). Some sub-Reddits are fun and jovial whereas others are focused on mental illness and self-harm (e.g. r/SuicideWatch or r/Suicide_help). A recent article on suicide posts on Reddit revealed that posts indicating suicidal ideation increased on a subreddit of r/SuicideWatch after recent celebrity suicides (Kumar, Dredze, Coppersmith, & De Choudhury, 2015).
This study explores the content, posts, and level of traffic discussions about suicide and suicidal ideation are receiving on Reddit. The first 100 posts in each of five subcommunities were explored and coded that either specifically mentioned suicide, dealt with topics related to death, or were geared toward mental illness. Overall themes included "cries for help", "suicide attempt", "scared to die, but hate living like this", "when does the pain end", "what's wrong with me", "my struggle", "getting better", and "coping". Results indicate that while some sub-communities create a helping environment, others contain posts that are more negative in nature or may be categorized as people in despair reaching out for assistance. This presentation will cover incidents of self-injury and suicide-related discussions on various forms of social media and what social workers can do in terms of prevention and intervention methods. Discussion will also focus on resources that social workers can utilize in their work with clients who have expressed suicidal thoughts and are posting such content on social media. Given the applicability and ease of use that adolescents and young adults have with this type of technology and the high incidents of cyberbullying that exists on social media, social work educators need to be aware of how social media is being utilized by users so that social work students can learn how to incorporate topics related to technology and social media into their practice. It would behoove social work educators to be armed with this knowledge about how individuals who are having suicidal thoughts are using this form of social media and what support they are obtaining on social media platforms. As social justice architects, social workers are in a prime position to change the discussion on mental health and suicide and work toward breaking down the stigma associated with these topics. Educating social work educators and in turn, social work students on these issues and how they are displayed and discussed on social media may go a long way toward educating the public on the misinformation and stigma related to suicide.

Abstract: The relationship between race and police use of force has dominated recent studies investigating police shootings of African American citizens. However, to date, the temporal order of events implicating race as the precipitating factor remains inconclusive contrary to media depictions (Shane, Lawton, & Swenson, 2017). Shane et al. (2017) postulate that there are micro-level processes that induce problematic police-citizen encounters. Mears, Craig, Stewart, and Warren (2017) argue that heuristics and other forms of cognitive distortions may be at the root of some of these negative interactions. The investigation into the origins of cognitive distortions and their attendant behaviors to enhance our understanding of police use of force remains insufficient. This paper seeks to illustrate the evolution of the micro-level processes including cognitive distortions by drawing on the labeling and signal detection theories. This paper espouses the classical formulation of the labeling theory (Mead, 1934; Cooley, 1902), contemporary thesis on stigma (Link, & Phelan, 2001), and the signal detection theory (Philips, Saks, Peterson, & Crim, 2000) to illustrate how they inform cognitive processes, risk detection, and subsequent behaviors in the police-citizens' interactions. This paper draw upon the concepts of intersectionality, inter-subjectivity, and intentionality to explain the dynamic nature of police-citizen interactions in an attempt to demonstrate some of the intricacies and inherent dangers of citizen-police encounters. Finally, the implications of these theories for safety planning and education for African American communities are discussed.

Abstract: Presenters share the success and ongoing work of incorporating a cultural humility framework as a transformative teaching strategy into social work education. The cultural humility framework and its components are presented, as are approaches for incorporating the model across the curriculum and within discreet courses. Discussion and examples of how the framework primes students to take action toward social justice are provided.

Abstract: Social workers are known as the profession of change agents. "It is apparent that NASW and CSWE clearly view social activism as the obligation of all social workers and not just those specializing in the macro methods (CSWE, 2008; NASW, 2008a as cited in Mizrahi & Dodd, 2013, p.580)." On the individual, small group, or community level, advocacy is at the core of who we are as a profession. We learn in our curricula that our history is rich of dialogue around the role of social workers spearheading action against the threats to human rights and social and economic justice. "Some would argue that every major social movement has featured a social worker forwardly positioned and ready to create change" (Bent-Goodley, 2015, p.101). As such, educators are deliberate in preparing future leaders with tools to continue the legacy of promoting change. "Among the ways to socialize students to the values of the profession are to inculcate them with social activism activities that support those perspectives." (Mizrahi & Dodd, 2013, p.580).

Aligned with the theme Transforming Consciousness: Social Workers as Social Justice Architects, this practice report paper session will examine a case study of an undergraduate social work program that prepared two students, one junior and one senior, for independently facilitated student-led activism. Utilizing both the knowledge and values ingrained in the curriculum, these students spearheaded the school's "National School Walkout to End Gun Violence" and organized a silent protest outside of a local establishment that was discriminatory in their hiring practices against individuals with disabilities within her local community.

The presenters will discuss components of their curricula that enhanced the students' preparedness for social action; share challenges faced with empowering traditional-aged students to engage and take the lead in social movements; and highlight the strengths of social work education to promote the culture of a lifelong commitment to activism.