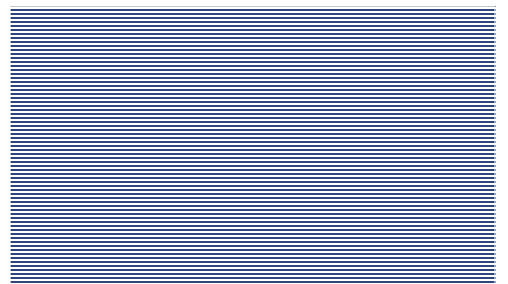


11th Symposium of the  
School of Social Work:  
*Social Work: Engaging the Community*

University of Memphis  
University Center  
April 14, 2023



THE UNIVERSITY OF  
**MEMPHIS**™



# 11<sup>th</sup> Social Work Symposium Program & Proceedings

## April 14, 2023

### Welcome from the School Director & Chair



I am delighted to welcome you to the University of Memphis School of Social Work's Eleventh Symposium.

I am particularly delighted to welcome you to our beautiful University of Memphis campus for this, the eleventh anniversary of the Social Work Symposium at the University of Memphis. The last couple of years have not been easy for any of us but this spring we greet you with renewed hope and joy. But lest we forget, the pandemic has highlighted the deep disparities, hatred, and exclusion that have always lain there under the surface. Social Work faces an enormous task, but we are proud of the role we play in bringing innovative solutions through research and education. In 2011, we proudly launched the Master of Social Work program, which has been fully accredited since 2014. The School already had a long history of excellence in social work at the baccalaureate level, which has been in existence since 1968. In the midst of the pandemic, we launched our new Doctor of Social Work program in Fall 2020, and we will be graduating the first two students this spring. We have also expanded our programming to offer four graduate certificates in school social work,

clinical social work, substance abuse, and play therapy. In 2022, we obtained over \$1.9 million in grant funding, and we are a tour-de-force in research and scholarship. We have an excellent faculty who are deeply involved with the Memphis community and leaders in professional organizations such as the NASW, CSWE, SSWR, ISP, ACOSA, and others. The School of Social Work has over 200 social work undergraduate majors and pre-majors; over 120 Master of Social Work students and 14 Doctor of Social Work students. We are particularly excited about our renovated building, McCord Hall, and we are pleased to invite you to our Open House today from 5:00 – 6:30 pm.

We trust the program we present to you today will inspire you to achieve new heights in your work, and that together we will begin healing our world.

**Warmest  
Susan  
Chair of the School of Social Work**

**Regards,  
Neely-Barnes**

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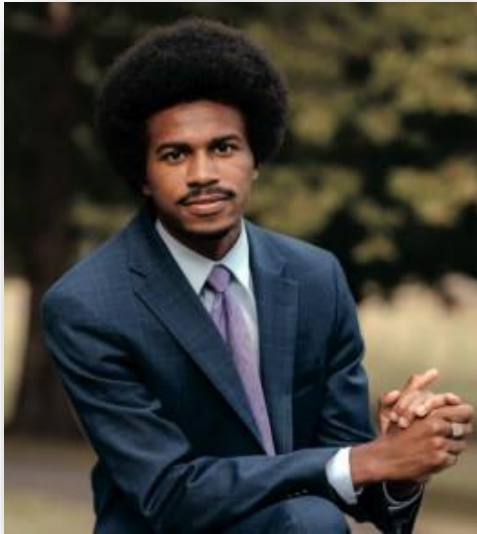
I want to offer a heartfelt thanks to our presenters, our supporters, and our volunteers, without whom this event would not have been possible.

Elena Delavega  
Symposium Chair  
April 14, 2023

## Keynote Speaker

# Justin J. Pearson

## TN House District 86 State Representative



Justin J. Pearson was sworn in as District 86 State Representative in the Tennessee General Assembly February 9, 2023. He is the fourth son of five boys born to teenage parents in Memphis, Tennessee. Justin J. graduated from Mitchell High School as Valedictorian and Bowdoin College in 2017 majoring in both Government & Legal Studies and Education Studies. Justin J. is President and founder of Memphis Community Against Pollution (MCAP) and co-founder of Memphis Community Against the Pipeline which is a Black-led environmental justice organization

that successfully defeated a multibillion-dollar company's crude oil pipeline project that would have poisoned Memphis's drinking water and stolen land from the community.

He is the co-lead and strategic advisor for the Poor People's Campaign: National Call for Moral Revival. Justin also served as special assistant to the CEO of Year Up, a national workforce development non-profit, where he helped to lead efforts that focused on social, racial, and economic justice. There he helped more than 10,000 young people ages 18 – 29 years old gain training and access to family-sustaining careers. His accomplishments and unwavering commitment to justice have not gone unnoticed. The Root named him to its prestigious 2022 list of the Most Influential Black Americans, Black Men Crowned named him Humanitarian of the Year, and the Rotary Club honored him as their Environmental Trailblazer of the Year.

## ABSTRACTS

**NOTES:** Titles, author bios, learning objectives, and brief description of each presentation are included. The presentations are organized by track in the order they are presented.

**Ethics:** Note that ethics content is offered through the day in the various tracks. Please note that the University of Memphis School of Social Work WILL NOT AWARD MORE THAN 3 HOURS OF ETHICS CONTENT regardless of the number of presentations offering ethics credit participants attend. Note that presentations with ethics content are highlighted with grey in the schedule-at-a-glance and also marked in the program.

### Advocacy, Policy, & Legal Track

#### Connect to End COVID-19: Vaccination Confidence

##### Maggie Landry

Maggie is chair of the NASW-TN Committee on Nominations and Leadership Identification. She was chosen by NASW National to be an ambassador for the Connect to End COVID-19 initiative for 2023.

##### Learning Objectives:

1. Reinforce COVID-19 vaccination safety and effectiveness, and the vital role of vaccines in preventing severe illness and death;
2. Promote COVID-19 vaccine uptake by social workers, their family members, clients, and community members; and
3. Enable social workers to use resources available to meet clients wherever they are in their vaccination journey, and address any barriers to vaccination

Social workers play an important role in supporting clients with differential needs. We practice in a broad range of settings, and are often trusted messengers in communities, bringing a distinctive skill set reflecting Person-In-Environment framework; patient/client-centered care approaches; trauma-informed care models; cultural competence; public/population health and prevention expertise; disaster response expertise; and a commitment to health equity, access, and social justice (McClain et al., 2021). The CDC's strategy to reinforce confidence in COVID-19 vaccines is to build trust, empower other healthcare personnel, and engage communities and individuals (McClain et al., 2021). There are still lower vaccination rates in/among pregnant women; certain geographical areas (e.g., rural); adolescents and young adults; people affected by incarceration; people who are unhoused; and historically underserved populations (McClain et al., 2021). Vaccine hesitancy, especially among these vulnerable populations, can reflect a wide variety of perceptions, views, and beliefs. By using motivational interviewing and other models, social workers can support clients in their vaccine decision making.

## **Social Work Licensure in Tennessee & Administrative Guidance for Success**

**Kenya Anderson**

**Leandra Houston**

**Angela Lawrence**

**Candyce Wilson**

Kenya Anderson is a regulator with the Tennessee Board of Social Work Licensure in the Division of Health-Related Boards and Clinical Assistant Professor in the School of Social Work at the University of Memphis.

Leandra Houston serves as the State of Tennessee's Social Workers Regulatory Board Administrative Assistant specializing in licensing, rules, and regulations. Outside of the office, she is pursuing an MBA degree.

Angela Lawrence is the Director of the Division of Health-Related Boards for the State of Tennessee supervising a team of seven board directors in the Division of Licensure and Regulations.

Candyce Wilson serves as the Board Director for eight licensing Boards/Committees, including the Board of Social Work, for the State of Tennessee providing direct supervision to the administrative staff.

### **Learning Objectives:**

1. Participants will identify the purpose and role of the regulation within the Tennessee Health-Related Boards in social work regulation.
2. Learners will know how the Social Work Licensure Board in Tennessee collaborates with the three pillars of social work profession.
3. Participants will understand and implement best practices for successful social work licensure applications in Tennessee.

The social work profession encompasses standards of ethical and legal practice. Within the governance system for the social work profession, the role of the regulatory board is essential to professional licensure. This session provides a tutorial on steps to successfully complete the social work licensure application in the state of Tennessee. A representative panel from the Tennessee Board of Social Work Licensure will provide instruction and insight into the current application process.

## **The Criminalization of Mental Illness**

**Stephanie Lovins Steiner, LCSW**

Stephanie Lovins Steiner, LCSW serves as the COO and Forensic Coordinator for West Tennessee Forensic Services, working with mental illness in the justice system specific to Shelby County.

#### Learning Objectives:

1. Learn how criminalizing mental illness has affected communities globally, statewide, and in Shelby County, TN.
2. What is being done in Shelby County, TN to aid those with mental illness who encounter the justice system.
3. How Social Work plays an integral part in decriminalizing mental illness.

The criminalization of mental illness is an ethical concern that affects all communities. The justice system was designed to recognize, detain, and rehabilitate individuals who break the law. However, over 40% of those persons who are detained have mental illness. Making the justice system the largest mental health provider in the nation. Designated officials (first responders, jailers, attorneys, judges) who encounter those with mental illness are undereducated and/or not trained to understand the how or why of cognitive processes and how it affects behavior.

#### **Weight Stigma: Leading Ethical Discussions on the Under-Recognized form of Oppression** **Kiki Kline, LMSW**

Kiki Kline is a second-year PhD student with research interests in addressing weight stigma, access to care for eating disorders (ED), the conceptualization of EDs, and ED treatment outcomes.

#### Learning Objectives:

1. Understand the phenomenon of weight stigma and where it plays out in the domains of social work practice.
2. Connect the National Association of Social Workers Code of Ethics to the phenomenon of weight-based discrimination, oppression, and marginalization.
3. Identify action items to take as social workers to ameliorate weight-based stigma, bias, discrimination, oppression, and marginalization.

Weight stigma is an under-recognized form of oppression present throughout the domains of social work. Weight-related discrimination is as prevalent as more focalized types of prejudice (i.e., sexism and racism), though its omission to be recognized as such may be detrimental to the communities that social workers serve. This presentation will provide an overview in identifying and addressing weight-based oppression throughout social work.

#### **How the COVID-19 Pandemic Has Impacted Social Work Field Placements** **Veronica Brooks** **Saja Mboge**

Veronica Brooks has earned BSW and MSSW degrees. She is also a DSW student at the University of Memphis, where she serves as an Adjunct Professor and graduate assistant.

Saja B. Mboge has earned BSW and MSW degrees. He is also a DSW student at the University of Memphis, where he serves as a graduate assistant.

**Learning Objectives:**

1. By the end of this presentation, participants will be able to understand how the COVID-19 pandemic has impacted student field placement.
2. By the end of this presentation, participants will be able to understand the challenges that social work field students faced in securing field placements.
3. By the end of this presentation, participants will be able to understand how the COVID-19 pandemic shaped social student field experiences.

Field placement is very important in a social work student's education. It allows the students the opportunity to take what is learned in the classroom and integrate it into their field practice experiences. Through experiential learning, students can strengthen their skill sets and increase their level of competency as they prepare to enter the field of social work. The COVID-19 pandemic has created a disruption in social work education which has contributed to field placement challenges. This study will explore how students' field placements are impacted by the COVID -19 pandemic. This study will also explore how the COVID -19 pandemic shaped the quality of field placement for students. Furthermore, this study will explore how students navigated field placement and the overall impact of the COVID -19 pandemic on the outcome of their field placements. The global coronavirus pandemic has profoundly impacted field education for social work students due to social distancing, which has also affected the quality of their field placements. In 2008, CSWE identified field education as the signature pedagogy for social work education because it serves as an integral learning component for social work students. In this study, a survey will be conducted with current undergraduate and graduate field students. The questionnaires will be used to gain an understanding of the students' field placement experiences during the with COVID -19 pandemic. The results of this study will identify students' perspectives on the impacts of COVID-19 on their field placements, challenges of securing field placements during the pandemic, and provide understanding on how the COVID 19 pandemic shaped student field experiences.

## **Changes to TN Social Work Licensure Rules and Regulations**

### **Maggie Landry**

Maggie Landry is the Assistant MSW Field Coordinator for the School of Social Work at the UofM. She is also chair of the NASW-TN Committee on Nominations and Leadership Identification.

**Learning Objectives:**

1. Review the difference between TN Board of Social Worker Licensure and NASW-TN
2. Complete overview of the updated TN Social Work Licensure Rules and Regulations
3. Review what's recently been changed through the legislative process & potential changes in the future

Several years in the making, changes to the Tennessee social work licensing laws are now in effect. The Rules and Regulations for social work licensure have been revamped and updated to provide more

clarity for all licensees in the state. This presentation will cover all changes to the Tennessee Rules and Regulations that went into effect on March 2, 2022, and review changes that are still in process. Some changes now in effect include moving from a one-calendar-year continuing education cycle to a two-calendar-year continuing education cycle; additions to what's required for continuing education for all licensure levels; newly updated definitions of clinical experience; changes to language in scope of practice for all licensure levels; guidelines for using technology in supervision; updates to the training required to become (and maintain status as) a supervisor for advanced licensure. All social workers holding licensure in the state of Tennessee need to be aware of the policies included in the Rules and Regulations at all times to avoid possible unethical conduct in the field or possible disciplinary actions from the Board of Social Worker Licensure.

## **Community Track**

### **Suicide Prevention is Everyone's Business: Recovery oriented strategies for building community engagement**

**Terricka Hardy, LCSW, ACSW, BCD**

**Renee Brown LCSW, BCD**

Terricka Hardy, LCSW, ACSW, BCD is the Mental Health Recovery Coordinator at the Lt. Col. Luke Weathers, Jr. VA Medical Center. Mrs. Hardy earned her degrees from The University of Memphis and The University of Tennessee.

Renee Brown, LCSW, BCD, CFAE is the Section Chief of Mental Health Social Work and Recovery Programs at Lt. Col. Luke Weathers, Jr. VA Medical Center Ms. Brown earned her degrees from Central State University and The University of Oklahoma.

#### **Learning Objectives:**

1. Discuss the scope of suicide within the United States and Veteran population.
2. Identify and debunk common myths associated with suicide.
3. Explore practical community engagement strategies employed by the VA Suicide Prevention & Recovery Team.

Suicide Prevention is a national public health issue that affects people from all walks of life. According to the Centers for Disease Control, suicide is the 10th leading cause of death in the United States claiming over 46,000 lives, including over 6,000 veterans in 2018 (U.S. Department of Veteran Affairs, 2020). Recognizing that suicide is preventable, suicide prevention is a top clinical priority at the VA. In support of recovery and rehabilitation of every Veteran with a mental illness, VA has identified recovery as a guiding principle for its entire mental health service delivery system.

## **Memphis Allies, a Collaborative Initiative to Reduce Gun Violence and Create Safer Neighborhoods**

**Carl Davis, MBA**

**Brittney Ragin, LCSW**

**Lesley Dumas, MA**

Carl Davis is the Director of Operations for Memphis Allies. He earned his Master of Business Administration from Capella University and has served at Youth Villages for 15 years.

Brittney Ragin is the Assistant Director of Clinical Programs at Memphis Allies. She is a Licensed Clinical Social Worker and has served at Youth Villages for 10 years.

Lesley Dumas is the Regional Supervisor for SWITCH Youth. She earned her Master's in Psychology from Mississippi State University and has served at Youth Villages for 5 years.

### **Learning Objectives:**

1. Participants will learn about Youth Villages' Memphis Allies Initiative and the lenses we use to focus our gun violence reduction efforts along with a high-level overview of current crime, violence, and murder statistics and how they specifically impact our Memphis community.
2. Participants will learn about the SWITCH model and its role in helping reduce gun violence in Memphis through partnerships with organizations across our city.
3. Participants will learn about opportunities in how they can join in the community work of reducing gun violence in Memphis.

Youth Villages launched Memphis Allies as a bold collaborative initiative bringing together community groups and resources to decrease gun violence and create safer neighborhoods and more opportunity for all children and families in Memphis and Shelby County.

## **Community Partners Addressing the Digital Divide**

**Gregory Washington**

**Ursula Thomas**

**Christy Peterson**

**Jonquil Johnson**

Gregory Washington, LCSW, Ph. D. is Director of the Center for the Advancement and Youth Development and a Full Professor. He is a Substance Abuse and Mental Health Services researcher.

Ursula Thomas uses multiple skills to serve the community. She is a Project Coordinator for the Center for the Advancement of Youth Development working to reduce the digital divide.

Christy Peterson promotes the use of culturally centered interventions that reduce risk for health disparities. She is the Associate Director for the Center for the Advancement of Youth Development.

Jonquil Johnson has more than a decade of social work experience. She excels in community services and is a Program Coordinator for the Men Healing Men and Community Network.

#### Learning Objectives:

1. Participants will engage in planning about how to bridge the digital divide problem and learn why it has been exacerbated by the impact of the Covid-19 pandemic.
2. Participants will explore digital literacy training and digital mentoring as processes to enhance access to the internet and the digital resources.
3. Participants will learn how the social envelop approach is employed to ensure that households receive broadband service and to use the technology to its fullest capacity.

The South City digital inclusion project addresses the need for increased access to the internet in two ways. One strategy includes providing infrastructure solutions such as discounted and, in some cases, free internet services by internet providers in addition to increased access to computer equipment. The second strategy includes a social envelop approach ensures that households that receive broadband service are able to use the technology to its fullest capacity. This is being accomplished by linking the digital inclusion efforts to existing case management work being provided by community based human service organizations and employing Digital Mentors.

#### **Engaging Communities thru Innovative Macro Interventions**

##### **Jerry Watson**

Dr. Jerry Watson is currently an Assistant Professor of the Bachelor of Social Work program at the University of Memphis. Watson a License Clinical Social Worker received the MSW degree from the University of Illinois at Chicago; MBA from Dominican University in River Forest, Illinois, Masters of Rites of passages from the NTU Institute in Chicago, Illinois, and PhD in Urban Higher Education from Jackson State University. Jerry currently teaches and is the faculty lead at the University of Memphis for Social Work Practice in Community and Organizations. Dr. Watson is a scholar-activist-practitioner. Jerry has over fifty years of combined experience teaching, working in a variety of communities, clinical positions, and leading health and wellness programs and initiatives targeting African American Men and boys. Dr. Watson's professional experience spans broadly across and deep within the following domains: offender reentry support, fatherhood and family issues, rites of passages training, curriculum design, social entrepreneurship, affordable housing, community organizing, business development, asset-based community development, cultural activism, youth and family wellness, public safety, violence intervention and prevention, trauma informed care, the "digital divide", race, culture, and poverty.

#### Learning Objectives

##### Participants will:

1. Acquire knowledge about identifying and responding to the "felt need" of communities.
2. Learn to develop a community engagement plan to support program development and implementation.
3. Increase knowledge of how to use research to support program development.

The African American community currently is two challenges (mass incarceration and maintaining healthy families. These challenges currently undermine the quality of life in urban areas in the and the societal costs can last for generations. The complexity of these problems demand community engagement approaches that work toward solving problems now while building resources and skills for the future (modified from Rogers et al., 2020).

Social work practice in communities remains underpinned by core skills, including a “commitment to human, relation-based practice” and methods and interventions garnered from multiple disciplines (Rogers, Whitaker, Edmondson, & Peach, 2020, p. 9). The strengths-based and solution-focused community engagement approaches help develop alliances while developing culturally sensitive programs (Rogers et al., 2020). These social work methods focus less on managing risk and what people lack, and more on their innate ability to grow and develop by building on their strengths. The strengths-based method is based on several underlying principles, including but not limited to:

1. The individual, family, group, and community all have strengths. And,
2. Trauma and adversity can provide opportunity and become a source of strength.

This workshop presents the planning, development, and implementation two innovative macro interventions targeting African American men, their families, and their children. They are flexible and efficiently combine with other social work methods and techniques.

### **Exploring Disability and Exit Destination for a local Tennessee CoC** **Zakary Amen, LMSW**

Zakary Amen is a 1st-year doctoral student at the University of Tennessee-Knoxville School of Social Work. He is interested in persons experiencing homelessness, data science, and research methodology.

#### **Learning Objectives:**

1. Understand how disability status relates to vulnerability while experiencing homelessness.
2. Describe how disability status relates to where people go upon exiting from homelessness services.
3. Promote new policy and services strategies that can be used to help all persons with disabilities exit homelessness into PSH

Individuals with disabilities are an increasing subpopulation of those experiencing homelessness. Coordinated entry systems provide services and assist with housing placement for those experiencing homelessness in collaboration with HMIS more effectively. This study analyzes an existing dataset to explore possible significant differences in exit destinations based on disability status.

## **Human Trafficking: Partnering to Prevent, Identify & Respond to a Public Health Issue and Crime**

**Rashidah Garnder, MSW**

**Coasy Hale, LMSW**

**Semaria Shaw, MSW**

**Symphony Johnson, MSW, LSSW**

**Tajma Phillips, MSW**

Rashidah Gardner has 10+ years of social work experience in the Nashville & Memphis communities. Her passion is community advocacy and shedding light on systemic issues.

Coasy Hale is a 20+ year social work veteran of the Memphis community; she is an advocate for the voiceless and believes in the inherent power within people to change.

Semaria has 13 years of social work experience with various populations. She has a passion for supporting underserved communities through education and resource provision to help these individuals become successful.

Symphony has 10 years of experience serving vulnerable populations. Her primary focus and heart has been dedicated to children & young adults.

Tajma has 6 years of experience in the Memphis community. Her expertise includes:

### **Learning Objectives:**

1. What is Human Trafficking and what does it look like in the Memphis community
2. What is Tennessee's statewide collaborative approach to Human Trafficking
3. What the importance of partnership & collaboration is in the response to human trafficking

In order to combat human trafficking, there must be strong collaboration and partnership across communities. The process of a trafficker suggests recruitment, grooming, and seasoning of victims during which they are befriended, manipulated, isolated, and abused; to counter these processes the community must unite.

## **Cultural Competency Track**

### **Reconceptualizing the PEN-3 Model: A Framework for Culturally-Responsive Trauma-Informed Care with Latino Immigrants**

**Eliza Galvez, MSW**

Eliza Galvez is a social work PhD student at the University of Tennessee, Knoxville. Her research interests include trauma, underserved groups, and mental health prevention.

#### Learning Objectives:

1. To describe the barriers to quality of life faced by Latinx immigrants with trauma exposure, particularly with regard to their mental health.
2. To explore the need for culturally-responsive trauma-informed care for Latinx immigrants.
3. To apply domains of the PEN-3 model as a conceptual framework to address the barriers Latinx immigrants encounter when seeking trauma-informed care.

A lack of cultural responsiveness in practice can limit services being provided in a relevant, accessible manner. This poses an issue for trauma-informed care and services, in which many current guidelines lack an in-depth account for application with marginalized groups with high rates of trauma exposure, such as Latinx immigrants. As centralizing culture has been noted to help individuals feel affirmed and respected in their healthcare experiences, the purpose of this paper is to explore and reconceptualize the PEN-3 model, a culture-centered model (Airhihenbuwa, 1989; 2004), as a framework for culturally-responsive TIC in context of Latinx immigrants. As this model has not been applied with Latinx immigrants with trauma exposure, reconceptualization will be described using prior literature on trauma-exposed Latinx immigrants, PEN-3 model studies with Latinx immigrants as the sample population, and PEN-3 studies that target trauma exposure. Practical considerations for social workers and other providers will follow to inform service provision with Latinx immigrants. With the growth of Latinx immigrant population in the U.S., this framework has implications to address the health gaps this group encounters in accessing and utilizing healthcare services. Moreover, this framework can inform serving other marginalized populations and improve quality of care across the board.

#### **Examining Racial Disparities in Alcohol Use Testing Among Burn Victims: A Critical Race Theory Perspective**

**Dr. Thereasa Abrams**

**Dr. William R Nugent**

**Dr. Andrea Joseph-McCatty**

**Aritra Moulick**

Dr. Abrams is an assistant professor in the College of Social Work at University of Tennessee Knoxville.

Dr. Bill Nugent is professor in the College of Social Work and former director of the Ph.D. program and former Associate Dean for Research. His research is on measurement issues.

Dr. Joseph-McCatty is an assistant professor at UTK-CSW and conducts research on interventions to address racially disproportional school suspensions and examines the relationship between student trauma and school discipline.

Aritra is a second-year doctoral student in the College of Social Work at University of Tennessee with a strong focus on public health issues across the world.

#### Learning Objectives:

1. Attendees will have the opportunity to understand how race and ethnicity are associated with an increased probability of having been screened for alcohol use on admission to a American Burn Association (ABA) recognized burn centers across the United States.
2. Attendees will have the opportunity to gain knowledge about how medical social workers are uniquely placed in burn centers to demonstrate understanding of interdisciplinary teamwork, social justice, and advocacy for racially just practices and policies in communities at large.
3. Attendees will be able to learn and understand the relationship between race and alcohol testing among burn patients, based on the following Critical Race Theory tenets: (1) the notion that racism is pervasive in society; (2) that race is not biological but socially constructed; and (3) the refutation of race-neutral and colorblind logics.

Burn injuries are associated as well as complicated by alcohol misuse. Medical social workers will likely first encounter burn patients in the emergency department or direct admission to a burn center. This study investigated if there were associations between race and decisions to test for alcohol upon burn admissions, controlling for demographics, burn severity, and other circumstances associated with burn injuries.

### **A Conceptual Framework for Adolescents' Increasing Social Media Use: Addressing Gaps through Ecological Systems Theory**

**Ishita Kapur**

Ishita aims to contribute proactively to social work practice and address social issues informed by an understanding of structural inequities in society and work towards creation of an inclusive society.

#### Learning Objectives:

1. Gain an increased awareness of the ecological factors that lead to increased social media use by adolescents.
2. Understanding adolescents' social media use through the Ecological Systems Theory Framework, guiding the next steps for social work practice.
3. Provide recommendations about how different stakeholders can best work together to address the negative impacts of social media use on adolescents' development.

Social media use presents itself with many developmental concerns for adolescents and extensive literature illustrates that it impacts their psychological, social, and physical health. However, the diverse causes that influence the increased use of social media or the "social media addiction" have substantially been unexplored. This paper explores the ecological factors that are associated with adolescents' increasing use of social media and proposes solutions that can ensure that social media is leveraged more productively by adolescents. The Ecological Systems Theory has been used to conceptualize the use of social media by adolescents. The paper concludes with recommendations at the micro and macro level so that the use of social media does not hinder adolescents' growth and development as they transition to adulthood.

## **Not-OK Boomers: Life Course Perspectives on Contemporary Older Adult Homelessness**

**Dr. Ian M. Johnson**

**Namrata Mukherjee**

Ian Johnson, LCSW, Ph.D. is an assistant professor at the University of Tennessee-Knoxville and primary investigator of the Research, Action and Supportive Care at Later-life for Unhoused Peoples (RASCAL-UP) study.

Namrata Mukherjee is a social worker from India with exposure as a development practitioner. She is passionate about geriatric care. She is currently pursuing PhD in Social Work from UTK.

### **Learning Objectives:**

1. Participants will develop an overall understanding of life course theory and its history
2. Participants will be introduced to impactful historical events that shaped the economic and sociopolitical mobilities of the Baby Boomer generation
3. Participants will be able to apply life course theory as a lens to understand homelessness and poverty among age cohorts

The conceptual paper outlines the potential impact of historical events in the lifetimes of homelessness prevalence in the Baby Boomer cohort in the United States. By applying life course theory, this paper posits connections between disproportionate rates of homelessness among Boomers and various sociopolitical, economic, and cultural events from the 1940s until now.

## **Take Space & Make Space**

**Phillis Lewis**

Phillis Lewis was born in Chicago but raised in Memphis and a graduate of the University of Memphis with a B.A. in Criminal Justice & Criminology. Phillis comes with years of experience not only working with the LGBTQ+ Community but has many years of experience in case management, grant monitoring, trauma-informed care, housing monitoring, and facilitation. Beginning her career at the Shelby County District Attorney's Office where she worked there for almost 9 years. She is the current President of the Memphis/Shelby Domestic & Sexual Violence Council, Committee Member for the Inclusivity Committee for Tennessee Coalition to End Domestic & Sexual Violence, and LGBTQ Representative/Vice-Chair for the Governing Council for the Memphis/Shelby County Homeless Consortium. Phillis is the former Vice-President of Mid-South Pride which provides a yearly festival for the LGBTQ+ Community that is diverse, inclusive, and community-friendly to over 25,000 attendees. As the CEO of Love Doesn't Hurt, Phillis Lewis works to help provide emergency services to victims of crime in the LGBTQ+ community, addressing barriers this population faces while seeking social services, and helping to educate providers and the community to practice cultural humility.

### **Learning Objectives:**

1. Identify trauma-informed and victim-centered approach when interviewing or conducting intakes with vulnerable populations

2. Identify techniques to help build a relationship and create safer spaces while addressing delicate subjects
3. Identify ways to customize safety planning for vulnerable populations

The presentation will begin with discussing a brief overview of what trauma is and the impact it could have on vulnerable populations to include LGBTQ+ individuals, male survivors, and individuals in rural communities. We will also go over the hesitation that vulnerable populations may have with engaging social service providers and law enforcement when in need of assistance. Then we will walk the attendees through steps as to how to conduct intakes and interviews with a trauma-informed and victim-centered approach. In the presentation, we will present to the attendees' best practices in preparing themselves or staff to engage individuals from vulnerable populations and how their interactions affect the reputation of their organization when it comes to addressing delicate subjects with survivors. The presentation will continue on to briefly go over what a safety plan is and the benefits it can help to provide clients. Following that we will go through ways to identify barriers that vulnerable populations may have that will require customization and outside of the box thinking in order to keep them safe. We will conclude with providing the attendees with scenarios that will help them put into practice the information and takeaways received from the presentation.

### **Beware of Biases in Your Practice of Social Work**

**Jesse W. Abell, BS, MPhil, MDiv, DMin**

Jesse W. Abell is currently an MSW student at the University of Memphis. Previously, he earned a BS in Psychology from Indiana Wesleyan University, an MPhil in Psychology and Religion from Cambridge, and an MDiv and DMin from Sewanee.

#### **Learning Objectives:**

- Participants will better understand perception biases and how pervasive they are.
- Participants will become more aware of their own biases and how they might impact their profession.
- Participants will learn tips for mitigating biases in their work.

The NASW Code of Ethics has a core value the “Dignity and Worth of the Person” and emphasizes that social workers “should not practice, condone, facilitate, or collaborate with any form of discrimination...” (4.02) and “take action against oppression, racism, discrimination, and inequities, and acknowledge personal privilege” (1.05(b)). Yet, all human beings—even social workers—seem to be affected by inherent biases. Abell presents his recent research study on perception biases across gender, racial, regional, and national lines, with quantitative data on how hearers evaluated speakers of different backgrounds differently based purely on their voices. Additionally, Abell compiled qualitative data from those who have recently faced and navigated such biases. Taken together, these studies offer some food for thought on how professionals might become more aware of their own biases and how they might mitigate their influence. Abell then discusses the particular implications for those engaged in social work today.

## **Mental Health Track**

### **RIP and the Eight Strategies that Help**

**Jennifer Davis, M.Ed.**

**Heather Cuyler, MSSW**

Jennifer Davis is a M.Ed. licensed educator, mother of four boys, and RIP graduate. She serves as the Program Coordinator for RIP's Memphis location.

Heathery Cuyler is a MSSW and licensed special education teacher with over twenty years of hands-on experience. She currently serves as the Resource consultant with the Regional Intervention Program.

#### **Learning Objectives:**

1. Provide a brief overview of the who/what/where of RIP
2. Examine the “Eight [tried-and-true] Strategies That Help” to prevent challenging behavior
3. Discuss ways service providers can utilize the strategies when working with families

The Regional Intervention Program (RIP) is a parent-implemented, professionally supported program for young children, ages 2 to 6 years, and their families who are experiencing mild to severe behavior challenges, including those with special needs.

### **Mindfulness and Compassion-Based Practices**

**Christy Hickman, LCSW**

Christy Hickman, LCSW, is a UofM DSW student studying inclusive social work education. She is a Professor of Practice and Diversity & Inclusion Fellow at the University of Tennessee Knoxville.

#### **Learning Objectives:**

1. Participants will be able to discuss current trends and research on the use and benefits of mindfulness and compassion-based practices.
2. Participants will be able to describe the mindful, compassion-based practice called R.A.I.N. ("Rain").
3. Participants will be able to discuss how they can use mindfulness and compassion-based practices to increase their own capacity for anti-racist social work practice.

The list of the potential therapeutic advantages of mindfulness-based interventions continues to grow as research reveals the benefits of these practices. Common therapeutic modalities such as Acceptance and Commitment Therapy (ACT), Cognitive Behavioral Therapy (CBT), and Dialectical Behavior Therapy (DBT) heavily involve mindfulness. This presentation will define mindfulness and compassion-based practices and briefly survey current research on their benefits. Additionally,

participants will learn the R.A.I.N. (“rain”) practice method (Brach, 2019) and explore how use of R.A.I.N. and other mindfulness and compassion practices can assist in deepening capacities for anti-racist social work practice.

### **Mental Health Impacts of Tornadoes: A Systematic Review to Discuss Ideas for Future Interventions**

**Sangwon Lee, MSW, PhD**

**Jennifer M First, PhD**

Sangwon Lee, MSW, Ph.D. student, College of Social Work, University of Tennessee, Knoxville

Jennifer M. First, Ph.D., Assistant Professor, College of Social Work, University of Tennessee, Knoxville

#### **Learning Objectives:**

1. Learn about the mental health impacts of tornadoes and the risk and protective factors that affect mental health outcomes in residents in the context of tornadoes.
2. Examine current interventions, practices, and policies to address the adverse mental health impact of tornadoes in the community.
3. Based on Objectives 1 and 2, discuss how to strengthen protective factors, including having access to physical, social, and psychological resources for future intervention.

In the United States, there are more than 1200 tornadoes yearly, contributing to more than 15,000 tornado-related fatalities since 1900. While being directly exposed to a tornado can result in death, injuries, and physical damage to buildings and property, it can also have long-term effects on people’s mental health. We systematically reviewed available scientific evidence from published journals on tornadoes and mental health from 1994 to 2021 and extracted 384 potentially relevant articles. Of the 384 articles, 29 met the inclusion criteria, representing 27,534 participants. Four broad areas were identified: (i) Mental health impacts of tornadoes; (ii) Risk factors; (iii) Protective factors; and (iv) Mental health interventions. Overall, results showed adverse mental health symptoms (e.g., post-traumatic stress disorder, depression, anxiety) in both adult and pediatric populations. Several risk factors contributed to adverse mental health, including demographics, tornado exposure, post-tornado stressors, and prior exposure to trauma. Protective factors contributing to positive outcomes included access to physical, social, and psychological resources. Based on these findings, in this session, we will examine current interventions, practices, and policies to address the community's adverse mental health impacts of tornadoes. It also discusses ways to strengthen protective factors, including access to physical, social, and psychological resources for future interventions.

### **The Power of Shame Resiliency**

**Holly Wade, LCSW, CDWF**

Holly Wade LCSW, CDWF is a graduate of Fordham University School of Social work. She is a Certified Daring Way™ Facilitator and is also trained in CBT, DBT, EMDR and Mindfulness practices. She is currently serving as the West Branch Chair of the NASW - TN.

#### **Learning Objectives:**

1. Participants will understand how shame differs from other self-conscious affects as defined by Dr. Brown's research.
2. Identify where shame shows up in mental health treatment (client and clinician) and how unhelpful it is.
3. Learn and understand the components of shame resiliency and how they can be used in treatment settings.

"Shame corrodes the very part of us that is capable of change." Brené Brown. Taught by a Certified Daring Way™ Facilitator, this presentation will help clinicians recognize shame and teach skills to reduce shame in treatment and between colleagues as well. The reduction of shame in our clients and communities helps us heal and heal from trauma and increase functioning. Mental health clinicians are not exempt from shame and shaming and understanding the ineffectiveness of shame improves outcomes and our ability to care for ourselves. Defining and recognizing the four self-conscious affects increases our ability to move through blocks in therapy and increase connection. No one is exempt from feeling shame. Learning to recognize it in your life, mind and body, using critical thinking to check your thoughts and reaching out to talk to trusted supports helps us move away from shame and towards goals. will share the research of Dr. Brené Brown, LMSW, PhD on Shame resilience. Because without the ability to change we cannot heal.

### **Justice, Assets and Support for Youth (JASY)**

**Gregory Washington, LCSW, PhD**

Gregory Washington, LCSW, Ph. D. is Director of the Center for the Advancement and Youth Development (CAYD) and a Full Professor at the University of Memphis.

#### **Learning Objectives:**

1. Participants will learn to identify strengths, needs and any exposure to adverse childhood experiences and trauma.
2. Participants will be guided through the Pyramid Mentoring approach, cognitive behavioral theory, music and African drumming circles to teach social emotional regulation skills relevant to handling life stressors.
3. Participants will explore ways to connect community-based technical assistance for families and organizations to improve youth access to mentors and community-based resources.

Grounding Justice, Assets and Support for Youth (JASY) evidence-based practice was foundational for this treatment package and intervention. Justice, Assets and Support for Youth (JASY) utilizes the 10-week CBITS framework and then utilizes culturally responsive programming to adapt that intervention to the African American youth male population. CBITS was developed by a team of clinician-researchers from the RAND Corporation, the University of California at Los Angeles (UCLA), and the Los Angeles Unified School District (LAUSD). CBITS is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been effectively used with students from 5th grade through 12th

grade who have witnessed or experienced traumatic life events. CBITS utilized a cognitive-behavioral intervention and approach to practice. It has been extensively researched since 2000 and results consistently show that students who participate in the program have significantly fewer reported symptoms of post-traumatic stress, depression, and psychosocial dysfunction. The CBITS intervention is a solid foundation to embed more culturally relevant practices for the African American male youth population. Small adaptations to the intervention were made to maintain the fidelity of the evidence-based intervention while also meeting the needs of the specific population being served.

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## **STUDENT POSTERS**

Student posters are judged during the symposium. There is recognition for first, second, and third places.

### **LGBTQ+ Youth Mental Health and Parental Acceptance**

Ethan Gatlin

BSW Student, University of Memphis

Faculty Advisor: Professor Kenya Anderson

### **TDOC Diversion Addiction Treatment for Justice-Involved People**

William Patrick Jeffries

MSW Student, University of Memphis

Faculty Advisor: Professor Maggie Landry

### **A Review of Literature: "Man Enough to Cry": The Impact of Military Culture/Mental Health Stigma on Military and Veterans Help-Seeking Behaviors**

Franklin Wright

DSW Student, University of Memphis

Faculty Advisor: Professor Chanda Dunn

### **Justice and Youth: Justice Assets and Support for Youth**

Timreques Tuck

MSW Student, University of Memphis

Faculty Advisor: Professor Gregory Washington

## SCHEDULE AT A GLANCE

Location	Ballroom A	Memphis A	Memphis B	Iris
Track	Advocacy, Policy, & Legal	Community	Cultural Competency	Mental Health
7:30 am - 8:10 am	Registration and Networking - Coffee served			
8:10 am - 9:10 am	Connect to End COVID-19: Vaccination Confidence - Maggie Landry, University of Memphis	Suicide Prevention is Everyone's Business - Terricka Hardy & Renee Brown, VA Medical Center, Memphis	The PEN-3 Model for Latinx Immigrants with Trauma-Exposure - Eliza Galvez, University of Tennessee, Knoxville	RIP and the Eight Strategies that Help - Jennifer Davis, & Heather Cuyler, University of Memphis RIP
9:20 am - 10:20 am	Social Work Licensure in Tennessee & Administrative Guidance for Success - Kenya Anderson, University of Memphis (Moderator)	Memphis Allies, a collaborative initiative to reduce gun violence - Carl Davis, Brittney Ragin, & Lesley Dumas, Youth Villages	Examining Racial Disparities in Alcohol Use Testing Among Burn Victims - Thereasa Abrams & Dr. William R Nugent, University of Tennessee, Knoxville	Mindfulness and Compassion-Based Practices - Christy Hickman, University of Tennessee Knoxville
10:30 am - 11:30 am	The Criminalization of Mental Illness - Stephanie Lovins Steiner, Shelby County <b>ETHICS</b>	Community Partners Addressing the Digital Divide - Gregory Washington and The Center for Youth Development, University of Memphis	A Conceptual Framework for Adolescents' Increasing Social Media Use: Addressing Gaps through Ecological Systems Theory - Ishita Kapur	
11:30 am - 12 noon	Lunch and awards			
12 pm - 1 pm	Keynote Speaker <b>Justin J. Pearson</b>			
1:10 pm - 2:10 pm	Weight Stigma: Leading Ethical Discussions on the Under-Recognized form of Oppression - Kiki Kline, University of Tennessee <b>ETHICS</b>	Engaging Communities thru Innovative Macro Interventions - Jerry Watson, University of Memphis	Not-OK Boomers: Life course perspectives - Dr. Ian M. Johnson & Namrata Mukherjee, University of Tennessee, Knoxville	Mental Health Impacts of Tornadoes - Sangwon Lee, & Jennifer M. First, University of Tennessee, Knoxville
2:20 pm - 3:20 pm	How the COVID-19 Pandemic Has Impacted Social Work Field Placements - Veronica Brooks & Saja Mboge	Exploring Disability and Exit Destination for a local Tennessee CoC - Zakary Amen, University of Tennessee Knoxville	Take Space & Make Space - Phillis Lewis, Memphis/Shelby Domestic & Sexual Violence Council	The Power of Shame Resiliency - Holly Wade, West Branch Chair of the NASW - TN
3:20 pm - 4 pm	Student Poster Competition – Ballroom Lobby			
4 pm - 5 pm	Changes to TN Social Work Licensure Rules and Regulations - Maggie Landry, University of Memphis <b>ETHICS</b>	Human Trafficking: Partnering to Prevent, Identify & Respond to a Public Health Issue and Crime - Rashidah Gardner & Coasy Hale, Restore Corps	Beware of Biases in Your Practice of Social Work - Jesse Abell, University of Memphis	Justice, Assets and Support for Youth (JASY) - Gregory Washington, University of Memphis

## NOTES



## School of Social Work OPEN HOUSE



Friday, April 14  
5-6:30 PM  
McCord Hall

### ***Save the Date***

***12<sup>th</sup> Social Work Symposium at the University of Memphis  
Social Work: Getting Back to Our Roots and Embracing the Community  
April 12, 2024***