



## Proceedings of the 3<sup>rd</sup> Symposium of the Department of Social Work



***150 Years after Appomattox: Social Work &  
the Reconstruction of Human Dignity***  
**April 24, 2015**

## **Message from the Department Chair:**

It is a unique privilege to welcome you to the 3<sup>rd</sup> Symposium of the Department of Social Work.

One hundred and fifty years ago, the Peace at Appomattox promised America unity and shared prosperity. These were glimpsed in the short-lived period known as Reconstruction, in which the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments extended rights to more Americans. However, it was short-lived and much remains to be done. Social work has an important role to play in the future reconstruction of human dignity.

The Department of Social Work at the University of Memphis has established a reputation for excellence in teaching, research, and engagement. I trust today's event will delight and inform you.

Warmest Regards,  
Steven Soifer

A handwritten signature in cursive script that reads "Steven Soifer".

## The Department of Social Work at the University of Memphis

### Mission

“The Department of Social Work seeks to be a leader in social work education by: preparing students with cutting-edge social work skills necessary to practice in complex settings; creating knowledge through research and engaged scholarship; reducing poverty, inequality, and social and economic injustice through evidence based practices; and addressing the needs of the Mid-South within a global perspective.” (The University of Memphis, Department of Social Work)

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**



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### **3<sup>rd</sup> Social Work Symposium: 150 Years after Appomattox: Social Work & the Reconstruction of Human Dignity**

On April 9, 1865, General Robert E. Lee surrendered to Grant at Appomattox. On that day, hope for a united nation with liberty and justice for all sprang to life. Thus began Reconstruction, a period with the goal of rebuilding the nation and giving opportunities to the formerly enslaved. The 13, 14, and 15 Amendments were ratified during this time.

The dream of Reconstruction was not to last, however, and it officially ended in 1877. In the 150 years after the Surrender at Appomattox we have seen much progress, but much cruelty as well. We have seen the rise of Jim Crow and the Ku Klux Klan, and the emergence of Civil Rights and. We have seen waves of social condemnation for racial injustice, and we have seen the murders of Trayvon Martin, Michael Brown, and many others. We have seen public outrage at the murders and subsequent acquittal of the murderers.

Despite advances in the 1950's and the gains of the Civil Rights Movement in the 1960's, we have a long road ahead of us. In the words of Memphis' own civil rights icon, Dr. Benjamin L. Hooks, "We've come a long way, but it's like nibbling at the edge of darkness."

**Elena Delavega,  
Assistant Professor of Social Work &  
Symposium Chair**

## Keynote Speaker:



### **Beverly Robertson, Former Director of the National Civil Rights Museum**

**Beverly C. Robertson is currently a Principal at TRUST Marketing & Communications, but as the recently retired President of the National Civil Rights Museum, she led the Museum through a period of monumental growth and development; advancing its presence from a local/regional touchstone to a global icon. While at the National Civil Rights Museum, Ms. Robertson was committed to connecting the lessons of the movement to a new generation of learners and positioning Memphis and its involvement in America’s Civil Rights Story as central to the dialogue about the struggle. A graduate of Memphis State University, she received a Bachelor of Science Degree in Education in 1973. Beverly completed an Executive Leadership and Management Graduate Level Program through the Wharton School of Business/University of Pennsylvania. She has also completed the prestigious Getty Museum Leadership Institute in Los Angeles, California. She has received numerous local and national awards, and has been featured in numerous national publications.**

# SYMPOSIUM ABSTRACTS

## Track 1: Driven to Social Justice

### Criminal Justice and Mental Illness, Stephanie Lovins

**Stephanie Lovins, BA in SW**  
**The University of Memphis**

Ms. Lovins will graduate with her MSW in May 2015. Her current internship with the Memphis criminal justice system demonstrates her passion and pursuit of excellence in forensic social work and advocacy for persons with mental illness in the criminal justice system.

#### **Learning Objectives:**

- Participants will learn about the prevalence of mental health disorders among the prison population.
- Participants will understand the social justice and social and economic development consequences of treating mental illness as a crime.
- Participants will learn about the programs implemented in Memphis to address this issue.

There are a significant number of individuals with mental illness found throughout the many realms of the criminal justice system. This growing trend has prompted a number of agencies to take action focusing on reducing that population growth. There have been a number of jail diversion programs, special police units and other organizations that have attempted to deter these persons into mental health treatment and away from the criminal justice system. However, these organizations alone are barely scratching the surface in this overwhelming social issue. Probation and parole officers struggle with heavy caseloads and many times are unable to meet the broad needs of the mental health population. Those afflicted with mental illness are more likely than the overall corrections population who are in community supervision to find themselves with their community sentences revoked causing their involvement in the criminal justice system to deepen. This presentation will provide a detailed status of mentally ill offenders, including: prevalence, basic demographic information, mental diagnosis and other bio-psycho-social data; the stakeholders

who need to be involved in successful mental health treatment; and the identification and exploration of different options to gap the bridge between the justice system and mental health systems. Additionally, extensive data will be given on a local program found in the Shelby County Public Defender's Office, the Jericho Project. This program is specifically designed to assist offenders with an Axis I diagnosis by linking them to resources in our community in an attempt to prevent recidivism. There will be discussion of the success of this program and how it has become widely respected and revered as a successful model. Appropriate linkages must exist between the courts and human service agencies in order to provide persons with mental illness the treatment they need to deter them from the justice system. As social workers and our involvement in human service agencies we are a vital component in advocating for this vulnerable population.

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## **How to Effectively Advocate for Children with Disabilities in Public Schools, Craig Barnes & Roslyn Brewer**

**Craig Barnes, JD**

**Memphis Area Legal Services (MALS)**

Mr. Barnes received his undergraduate degree from Duke University in 1996 and his J.D. from Saint Louis University School of Law in 2000. Craig began at Memphis Area Legal Services, Inc. (MALS) as the NCLC Brooks Consumer Law Fellow in 2005.

**Roslyn Brewer, BA**

**The University of Memphis**

Ms. Brewer is a current Graduate Social Work Candidate that is currently doing her field placement for the Partnership for Educational Advocacy and Parity. Her interests are self-awareness, client empowerment, research, and analyzing data.

### **Learning Objectives:**

Participants will learn:

- And understand the rules and regulations governing services for students with disabilities in public schools
- Advocacy methods to provide services to students with disabilities in public schools and their families

- Ethical best practices in advocacy and services for people with disabilities grounded in the Social Work Code of Ethics

Currently many parents/guardians rely upon the public school system as the sole provider of information regarding special education and the rights of students and their families. However, many parents/guardians feel alienated by the school system because the rules and regulations are sometimes too difficult to comprehend or inaccessible.

This training is an interactive workshop for students and professionals from a diversity of disciplines who are interested in learning the most effective methods of advocating for public school children with disabilities and their parents/guardians. Our purpose is to provide a brief summary of what services public schools must provide to children with disabilities, how those children are identified and become qualified for services, and the administrative and legal options available to advocates and parents/guardians of children with disabilities if the school fails to provide the those services.

As part of a year-long research project, we hope to bridge this gap by addressing the challenges that families in Memphis face, particularly African American families, in successfully participating in the special education process. We conduct trainings targeted for both parents/guardians and professionals who work with student with disabilities on developing basic advocacy skills and general knowledge of special education regulations in order to represent the interests of their children in this challenging process. A pretest-posttest single group design is conducted to gage the knowledge gained by participants and an empowerment scale is distributed to measure their levels of empowerment and how that is expressed. This study will provide valuable information about what barriers families can experience, what additional knowledge and skills are needed by the family, and the value of a training targeted to meet the needs of families.

This training is part of a collaborative effort of the Partnership for Educational Advocacy and Parity (PEAP), which is comprised of members from Memphis Area Legal Services, University of Memphis Department of Social Work, and the University of Tennessee Boling Center for Developmental Disabilities.

# Human Trafficking Awareness, Kimberly Benson

**Kimberly Benson, BS**

## **A Bridge of Hope**

Ms. Benson received her Bachelor's in Counseling from Jacksonville Theological Seminary. She works with victims of all types of abuse, addicts, and incarcerated individuals. She has authored 8 books.

### **Learning Objectives:**

This particular workshop will aid social service providers of all types, to be able to learn how to:

- Identify at-risk individuals, to keep them from becoming victims.
- Appropriately assess the needs and treatment plans to better advocate for victims.
- Identify the complexities of pimp culture and agendas, thus preparing you for better treatment of victims and prevention of future victims.

Did slavery end in 1865? The answer is simple, NO! Modern-day slavery better known as, human trafficking, is the buying and selling of human beings for profit via forced labor and exploitation by means of fraud, force, and coercion. Human trafficking is now the second largest crime in America only behind drugs and generates more than \$36 billion a year, which is more than Google, Starbucks, and Nike combined in one calendar year, in America alone.

It is estimated that there are over 27 million slaves worldwide, which is more than any time in history combined. There are approximately 300,000 at-risk endangered youth in America each year. The other statistic, which is far scarier, is that a victim will come across an average of 9 social workers, case managers, and first responders that could have helped, but didn't know how to identify human trafficking or how to help, thus leaving a victim without the assistance to become free from their captors.

# Reducing White Bias toward Native Americans in the Midwest, Peter Kindle

**Peter Kindle, PhD, CPA, LMSW**

**The University of South Dakota**

Dr. Kindle is a fifth year assistant professor of social work at the University of South Dakota. He teaches research, statistics, social welfare policy, and mental health.

## **Learning Objectives:**

- Attendees will gain a greater appreciation of the historical injustices perpetrated against the Lakota tribes.
- Attendees will understand White bias toward Native Americans from the perspective of the findings in social psychology.
- Attendees will discuss interventions using for reducing White bias toward Native Americans.

The Lakota population in South Dakota comprises about 8.8% of the total state population. In 2011, Ziebach County which contains the Cheyenne River Reservation was the poorest county in the United States. Sixty-two percent of the households in Ziebach County live below the federal poverty level. On the reservation, unemployment is skyrocketing at 90% (Merchant, 2011) which is often explained by White residents of South Dakota by appealing to deficiencies of character rather than the historical injustices perpetrated against Native Americans that have included forced assimilation and genocide.

Native Americans endure significant discrimination from the White community (Nelson, 2011) as indicated by the challenges they face in education and employment. Single-race Native Americans have the lowest earnings of any ethnic groups when controlling for level of education (Huysen, Sakamoto, & Takei, 2009).

Social psychologists have noted in White-Black relations that it takes more than interracial associations and education to reduce bias (e.g., Aronson, 1999); however, we were unable to identify any empirical research assessing the relevance of White-Black relations to White-Native American relations.

Accordingly, two studies were conducted to explore factors that may help moderate White bias toward Native Americans. In the first study (N = 112), we developed a 20-item instrument to assess White knowledge of Lakota history and culture that was validated by review of a Lakota elder and measured White bias using a modified version of the White Attitudes toward Blacks Scale (Brigham, 1993) to address White attitudes toward Lakotans. Findings indicated that higher levels of knowledge of Lakota history and culture was associated with lower indications of White bias. In the

second study (N = 123), we developed a 7-item Exposure to Native Americans Scale to compare with the White Attitudes toward Lakotans Scale and found that higher levels of personal exposure to Native Americans was associated with lower levels of White bias. We conclude that White bias toward Native Americans may be more readily attenuated through educational and associational methods than White bias toward Blacks.

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## **Track 2: Doing Community Engagement**

### **A Sandwich Experiment: On Creative Research and Community Engagement, Stephen McIvor, Brandon Williams, & Danielle Sims**

**Stephen McIvor, BS**

**The University of Memphis**

Mr. McIvor is an MSW student at the University of Memphis where he is an indispensable research assistant to Dr. Elena Delavega. Upon graduation in May 2015, he is interested in working in community organizing and labor unions. He will ultimately pursue a PhD in Social Work.

**Brandon Williams, BA in SW**

**The University of Memphis**

Mr. Williams is a second-year MSW student at the University of Memphis where he conducts research on poverty. Mr. Williams is an MSW-PDI Fellow under the direction of Dr. Elena Delavega. His expected graduation is in May 2016. Mr. Williams is involved in various projects in the Memphis community and recently won second place in the Interdisciplinary Case Competition of the School of Public Health at the University of Memphis.

**Danielle Sims, BA****The University of Memphis**

Ms. Sims is an MSW student at the University of Memphis, where she has received the prestigious MSW-PDI fellowship. Ms. Sims has participated extensively in research activities under the direction of Dr. Elena Delavega.

**Learning Objectives:**

- Participants will understand the two major theoretical perspectives on poverty: poverty as arising from individual causes and poverty as arising from structural causes.
- Participants will evaluate evidence-based approaches to poverty research, specifically in regards to “Culture of Poverty” theories.
- Participants will learn about basic ethical principles in the NASW Code of Ethics, the application of the Code of Ethics to research and community engagement, and the basic principles of ethical practice in any setting.

Understanding poverty is extremely relevant to the practice of social work, especially since 15.8% of the overall population, 27.6% of African Americans, and 24.8% of Hispanics, but only 11.1% of non-Hispanic whites live under poverty (Delavega, 2014). One model that has become very popular and influential in recent history is Ruby Payne’s A Framework for Understanding Poverty, but it lacks of empirical evidence (Bomer, Dworin, May, & Semingson, 2008). Her claims are considered to be solely based on isolated personal experiences and observations with no research to support her claims.

The purpose of this study was obtain empirical evidence in support or against some of these "hidden rules." The "hidden rule" that is being tested in this study is the concept that people in poverty do not perceive choices in the world or society around them, and are merely happy to receive whatever they are given. In other words, they will either gladly or reluctantly accept things and situations that they are presented, with no regard to the possibility of there being a better choice, even if it is apparent. An experiment was designed to test this theory: a sandwich experiment.

Three students from the University of Memphis present their experiences in implementing the sandwich experiment, what they learned in the process about ethics and about community engagement, as well as the social work competencies acquired through this project.

A significant amount of time will be spent discussing ethics (deontological, teleontological) the application of ethical principles, the grounding of social work research on the NASW Code of Ethics, and the process of ethical decision-making in the context of our Code of Ethics.

# It's Not Easy Being Green: Overview of Environmental Social Work, Katie Allbritten

## **Katie N. Allbritten, LCSW LSSW, BSMS**

Ms. Allbritten has nine years post-graduate administrative and direct practice experience with at-risk populations in the Memphis community. Katie is a graduate of the University of Tennessee.

### **Learning Objectives:**

- Participants will understand the implications for future social work practice as it relates to biodiversity and supporting environmental justice on micro, mezzo and macro levels.
- Participants will understand the nature of and perceived benefits of promoting a positive exchange between each of the relationships that influence environmental social work which are human-animal, human-nature and human-human.
- Participants will understand the barriers and challenges involved with advocating for environmental justice.

Environmental social work addresses major social work issues from a person-in-context model. The issues addressed include the human relationships with natural physical environments, interrelationships with nonhuman animals, thoughtful stewardship of natural resources, advocacy and skills for environmental health and resilience. The overlap among disciplines encourages an organic interdisciplinary approach with the fields of psychology, sociology, political science, economics, human ecology, engineering, city and community planning and biology to name a few. Concerns currently exist that social workers among other mental health professionals are not effectively addressing the 'environment' aspect of one of the core social work concepts of 'person in environment'. Promoting a philosophy of the connectedness between humans and their physical environment, other humans and nonhuman living beings has the potential to improve self-esteem, compassion, empathy, a sense of commitment to one's community and in turn, one's world. It can encourage a greater sense of universality among fellow humans and other living beings as a world view is developed. Some of the specific considerations for the Memphis community are generational poverty, unsupportive living conditions, food deserts, infant mortality, obesity and chronic health conditions. In order to establish lasting changes in the living conditions of our most oppressed and marginalized populations, community members must believe that they can contribute to their world in a meaningful way.

# **The Green Machine Mobile Food Market: Promoting Food Security in Inner City Memphis, Kenneth M. Reardon & Antonio Raciti**

**Kenneth M. Reardon, PhD**

**The University of Memphis**

Dr. Reardon is Professor of City and Regional Planning and a nationally renowned expert in community organizing, community-based neighborhood planning, and university-community partnerships. He received the American Institute of Certified Planners President's Award for his role in establishing and directing the highly-regarded East St. Louis Action Research Project and more recently has been involved in recovery planning for New Orleans' Ninth Ward. He is currently involved with the historic Vance Avenue community to prepare and implement a resident-led community transformation plan.

**Antonio Raciti, PhD**

**The University of Memphis**

Dr. Raciti is Assistant Professor in City and Regional Planning at the University of Memphis. Dr. Raciti obtained his PhD in Urban Planning and Environmental Design from the University of Catania, Italy. His research is focused on the urban environment and the sustainable improvement of the quality of life for all people. Dr. Raciti is committed to inclusion, and participation in political life of marginalized populations.

## **Learning Objectives:**

- Introduce the problem of food insecurity;
- Describe current food insecurity in Memphis;
- Review alternative strategies to address this problem; and,
- Highlight the activities and impact of the Green Machine Mobile Food Market.

Recent studies have found Memphis to be among the least fit and most obese communities in the United States. One of the major contributors to these health and wellness problems is the absence of fresh, affordable, and culturally appropriate foods in our city's poorest neighborhoods.

A recent study by the U of M's Department of City and Regional Planning found that only 7 of 77 of our city's high poverty communities were served by a full-service supermarket. This session will provide an introduction to the growing problem of food insecurity in urban America; describe the widespread problem of food deserts in Memphis; review the range of strategies being pursued to combat this problem; and discuss an innovative "social invention" developed by the Vance Avenue Collaborative and the U of M's Graduate Program in City and Regional Planning.

# The ACA and Medicaid Expansion in Tennessee, Frances “Frannie” Harper

**Frances “Frannie” Harper, BSW  
The University of Memphis**

Ms. Harper received her BSW from the University of Memphis in 2004, and is currently pursuing her MSW at the University of Memphis. She is Advocacy Academy Coordinator with Friends For Life, where she serves HIV+ clients. Ms. Harper is a member of the HIV Care and Prevention Council and Membership.

## **Learning Objectives:**

This paper/presentation has three objectives.

- Evaluate the coverage, exemptions, eligibility, and standards of practice for ACA and Medicaid in Tennessee.
- Analyze costs and offsets associated with Medicaid expansion and non-expansion for individuals living in Tennessee.
- Examine aspects of the ACA, Medicaid Expansion, and their impact on uninsured individuals living in Tennessee. For example, some individuals are not eligible for ACA, do not qualify for Medicaid without expansion, and have no other insurance options for health coverage.

Under the 2010 health care reform policy, public and private insurance programs will integrate into one health care system to expand comprehensive medical and mental health coverage to all uninsured US citizens. However, states without Medicaid Expansion are negatively impacted by the implementation of these new policies which will result in many changes in the current healthcare system of which social workers are familiar. Therefore, it is imperative that social workers know the Affordable Care Act (ACA) policy guidelines and the challenges of non-expansion of Medicaid during implementation.

As the ACA and Medicaid expansion (or non-expansion) is implemented, social workers must be prepared to anticipate and resolve potential barriers to care for their patients. Evaluating these programs and policies, analyzing the expected costs and benefits of the ACA and Medicaid expansion, and examining how these programs will impact over 250,000 uninsured individuals living in Tennessee will demonstrate how healthcare policies affect social workers and the people they serve.

# Track 3: Driven to Building Successful

## Youth

### Parental Perception of Disability, Danielle Eldredge, Jessica Honetschlager, & Jennifer Schloendorf

#### **Danielle Eldredge**

##### **The University of South Dakota**

Ms. Eldredge is a junior at the University of South Dakota studying social work with a certification in addiction studies.

#### **Jessica Honetschlager**

##### **The University of South Dakota**

Ms. Honetschlager is a junior in the Social Work Program with a minor in Criminal Justice at the University of South Dakota. She hopes to work in the criminal justice field of Social Work after she graduates.

#### **Jennifer Schloendorf**

##### **The University of South Dakota**

Ms. Schloendorf is a senior Social Work student at The University of South Dakota. She is interested in building a career working with children with disabilities after graduating.

#### **Learning Objectives:**

- Attendees will learn what parents of children with disabilities believe are the benefits and challenges of mainstreaming.
- Attendees will learn how parental attitudes differ if their child does not have a disability.
- Attendees will discuss approaches to decrease discrimination toward children with disabilities in schools.

Civil rights for people with disabilities is a recent change in the United States. The Education for All Handicapped Children Act (1975) discontinued the denial of public education services to children with disabilities. In its most recent reaffirmation, the Individual with Disabilities Education Act (Building, 2004) requires an individualized education program for every child with a disability (Demski, 2008) so that educational services are provided in the least restrictive environment appropriate. Accordingly,

IDEA has a strong preference for children with disabilities to be educated with age-appropriate peers in the same classroom. This practice is termed mainstreaming.

The assumption of most educators is that mainstreaming is morally correct even if there might be some negative consequences (Bender, 2001; Lindsay, 2007). Although relatively little research has been conducted in the United States, there is some suggestion that parents of children who share a classroom with a child with a disability may not fully agree. British research indicates substantial challenges are associated with mainstreaming children with disabilities (Broomhead, 2013; Kenny, Shevlin, Walsh, & McNeela, 2005; Runswick-Cole, 2008). In the United States, parental opinions are quite diverse (Galant & Hanline, 1993) and may represent an obstacle to full enjoyment of civil rights by people with disabilities. Myles and Simpson (1990) reported that only 40 percent of parents were supportive of mainstreaming, although parents of children with disabilities clearly support mainstreaming (Lindsay, 2007). To our knowledge, there has been no research conducted with rural residents exploring parental attitudes toward mainstreaming, an issue that might seriously influence the acceptance of children with disabilities in classrooms.

This study expands the questionnaire developed by Gottleib and Leyser (1996) to explore the educational, social, and emotional consequences parents believe may be associated with mainstreaming children with disabilities in public school classrooms. We believe this information will be useful in identifying obstacles to mainstreaming, decreasing discrimination toward children with disabilities, and developing educational materials for parents which may well improve student attitudes toward peers with disabilities in public schools.

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## **Predicting Relationships in Young Adults, Taylor Gall, Ashley Jensen, Alicia Martens, Jessie Miller, & McKenzie Peterson**

**Taylor Gall**

**The University of South Dakota**

Ms. Gall is from Pierre, South Dakota. She is a junior at the University of South Dakota. After graduation she plans on working with child welfare.

**Ashley Jensen****The University of South Dakota**

Ms. Jensen is a junior social work student at the University of South Dakota. She is originally from Eagle Butte, SD and plans to get her Master's degree, focusing on child welfare, after she graduates.

**Alicia Martens****The University of South Dakota**

Ms. Martens is a senior in the Social Work Undergraduate Program. She works as a House Assistant at the St. Francis House, a homeless shelter in Sioux Falls, SD.

**Jessie L. Miller****The University of South Dakota**

Ms. Miller is originally from Pipestone, Minnesota. She is currently a junior in the Bachelors of Science in Social Work program at the University of South Dakota.

**McKenzie Peterson****The University of South Dakota**

McKenzie Peterson is a third year social work student at the University of South Dakota. She is originally from Laurel, NE and plans to get her master's degree in child welfare after graduation.

**Learning Objectives:**

- Attendees will understand how divorce may have positive consequences with regards to gender equality.
- Attendees will understand young adult perceptions of the influence of divorce on their relationship satisfaction.
- Attendees will understand some of the unintentional consequences for equal rights for women.

Nock, Wright, and Sanchez (1999) concluded that a divorce culture has developed in the United States with substantial deleterious influence on the children and only marginal improvements for the parents. From an adult child's perspective divorce will cause more pressure, because time and support is in two households instead of one (Wijckmans & Van Bavel, 2013). The long-term effects of divorce, for most children, include a disruption in normal developmental tasks, like forming trusting interpersonal relationships (Wallerstein & Blakeslee, 1989). Marital instability has been shown to have long-term effects on adolescents, especially in their relationship satisfaction as young adults. Negative communication and lower relationship adjustment is more common in those with divorced parents as opposed to married parents (Rhoades, Stanley, Markman, & Ragan 2012). Parental divorce increases the division of young adult's romantic relationships because they form a positive attitude towards divorce and have lower levels of commitment to their own relationships (Cui, Fincham, & Ddurtschi 2011). Another effect marital instability has on children is

that it increases the rate of childbirth before marriage. Disregarding the type(s) of family structures a child experiences, family instability leads to an increased chance of child birthing before marriage (Wu & Martinson 1993). Clearly, the evidence seems fairly conclusive that divorce has a negative influence on children.

What is less clearly understood is the degree to which parental conflict may influence children. Inter-parental conflict has been shown to play an etiological role in child behavior problems (Nikolas, Klump, & Burt 2013), but it is less clear what role parental conflict may play in young adult relationships. To the extent that marriage is a way for individuals to gain better economic and well-being benefits (Garriga & Harkonen, no date), even stable couples may experience conflict due to economic hardship, decreasing psychological well-being, increasing the likelihood of extramarital sex, and influencing the couples' behavioral interactions. There is a need for research on how parental conflict affects children. This study explores young adults' retrospective perceptions of parental conflict controlling for the structure of the family-of-origin as a means of predicting self-report relationship satisfaction.

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## **Alcohol Education at the College Level. Lauren Reed & Artice Carter**

**Artice Carter, BP in Non-Profit Development Administration  
The University of Memphis**

Ms. Carter, a Memphian in the MSW program, has future interests which include working with transition age youth in the foster care system or higher education adults.

**Lauren Reed, BA  
The University of Memphis**

Ms. Reed, a native of Memphis, is a MSW candidate at the University of Memphis. Her passion includes meeting the needs of children and their families throughout their educational career.

### **Learning Objectives:**

- Participants will understand the prevalence of alcohol consumption among college students
- Participants will assess the consequences of alcohol consumption among college students

- Participants will evaluate proposed solutions to curb alcohol consumption among college students.

For traditional age students, college is new time to explore freedom and learn more about themselves. Research shows alcohol consumption trajectories peak during these typical college years of 19 to 21. During this time, there is a heightened social period of life with increased opportunities to drink and drive. With these a little over 12,000 fatalities in 2012 due to alcohol impairing driving, something needs to be done in order to lower this number. An effective way to reduce this risk and increase self-awareness, is through a comprehensive, mandatory college freshmen alcohol education program.

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## **First Generation College Students, Victoria Maher**

**Victoria Maher, BA**

**The University of Memphis**

Ms. Maher is a 1<sup>st</sup> year MSW student from the Chicago, Illinois. She graduated in May 2014 with her BA in Psychology from the University of Memphis. She is the G.A. for the First Scholars program and plans to pursue her LCSW and open her own practice.

### **Learning Objectives:**

- Participants will understand the needs of First-Generation students, the challenges they face, and the social justice implications of failing to address this problem.
- Participants will assess the usefulness of programs to serve First Generation students in aiding this population complete college and obtain a degree.
- Participants will explore some advocacy methods to support First-Generation students.

Imagine taking a multiple choice test with no opportunity to study that determines the rest of your life based on your score. This analogy represents the plight of a first gen and the constant worry they have if they are making the right choice every day. First Generation college students have significant needs when they first step onto the college campus. First gens have no specific race, ethnicity, age, or gender. First gens can be anyone. About a third of all undergraduates that enter college are First-Generation College students. In the United States, around 4.5 million freshmen in college are classified as first-generation, low-income students. Statistics show that of that 4.5 million, 89% will leave college without a degree. College campuses need to have a welcoming and supporting environment for these students to maintain and

retain them. Universities across the United States are slowly beginning to become more first gen conscious, but it is not enough without a plan with specific resources. Models like TRIO, First Scholars Program and Tiger Success Institute are being implemented at the University of Memphis and at other campuses to target drop out for first gen students by giving them the resources and knowledge that second generation students inherently obtain. Awareness needs to be raised and training for university and faculty staff to be competent in helping and recognizing when first gen students are in need. Through this awareness we can change the 11% of first gen students earning a degree into a much higher number.

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## **Just Care Utilization Project (J-UP), Gregory Washington, Jerry Watson, & Gerald Richardson**

**Gregory Washington, PhD, MSW, MS, LCSW**

**The University of Memphis**

Dr. Washington received his BS from the University of Illinois, his MS in education from Chicago State University, MSW from Clark Atlanta University, and his Ph. D. from Clark University. He is currently an Associate Professor at the University of Memphis for the Department of Social Work. He is also deeply involved with the Just Care Family Network

**Jerry Watson, PhD, MBA, MSW**

**The University of Mississippi**

Dr. Watson received his PhD in Urban Higher Education from Jackson State University in 2006, his MBA in Marketing and Management from Dominican University in 2003, his MSW in Management and Policy from the University of Illinois in 1997. Dr. Watson currently is Assistant Professor of Social Work at the University of Mississippi.

**Title:** Building Successful Youth

**Gerald Richardson, BA**

**The University of Memphis**

Mr. Richardson is a graduate student at the University of Memphis and a native Memphian. He currently serves as the Graduate Assistant for Dr. Steven Soifer, and is an MSW-PDI Fellow with YGEEK under the direction of Dr. Greg Washington. His expected graduation is in May 2017.

**Learning Objectives:**

After this workshop participants will,

- Increase their knowledge about culturally appropriate interventions for youth.
- Learn the importance of culture as a tool to improve youth educational outcomes.
- Acquire information about a culturally specific model for mentoring African American males.

This workshop reports that urban inner-city African American male youth residing in communities of color are at-risk and warrant interventions custom tailored to meet their unique cultural needs. This workshop describes a promising community and school-based intervention and prevention program utilizing Washington's (2008) Pyramid Mentoring model designed to foster the positive youth development that reduces risk for violence, and contact with the juvenile and criminal justice system. It discusses and presents African drumming, Spir-rhythms as an Afrocentric cultural arts tool to engage, establish rapport, and provides culturally-centered group mentoring experiences for African American male youth.

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## **Building Successful Youth, Desiree L. Price, Delta Medical Center**

**Desiree' L. Price, LCSW**  
**Delta Medical Center**

Ms. Price received her MSW from the University Of Minnesota School Of Social Work in 2011, and recently obtained her clinical license in Tennessee. Ms. Price specializes in child welfare for children in residential and school settings primarily focusing on bullying and building resilience.

### **Learning Objectives:**

- Participants will understand the barriers youth encounter today on their way to successful adulthood.
- Participants will learn the importance of providing services and helping youth become successful now and as adults.
- Participants will learn about the best evidence-based interventions to building successful youth.

It is not news to us that today's youth are struggling with relating to each other, displaying empathy and overall developing healthy relationships with others. Study after study has shown that kids need many different types of skills to be successful yet services are not meeting these needs. As specialists, we flounder when

attempting to develop interventions to assist youth in developing much needed social and life skills. This presentation will focus on interventions used in a variety of settings in order to build self-awareness, confidence, communication and social skills with youth. It will include information regarding developing a social support for the youth and assisting the youth in advocating for themselves. The 40 Developmental Assets by Search Institute will be discussed as a primary source to assist in developing interventions to build the skills needed by the youth to navigate the world successfully.

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## **Track 4: Doing Health and Mental Health**

### **Hoarding: Attacking the Issue, Not the Person, Artice Carter & Lauren Reed**

**Artice Carter, BP in Non-Profit Development Administration  
The University of Memphis**

Ms. Carter, a Memphian in the MSW program, has future interests which include working with transition age youth in the foster care system or higher education adults.

**Lauren Reed, BA  
The University of Memphis**

Ms. Reed, a native of Memphis, is a MSW candidate at the University of Memphis. Her passion includes meeting the needs of children and their families throughout their educational career.

#### **Learning Objectives:**

- Participants will be able to identify the characteristics of hoarding disorder and the populations affected by this condition.

- Participants will learn the consequences of hoarding disorder and the effects of this condition on social justice.
- Participants will understand best practice models for the treatment of this disorder.

Hoarding Disorder is characterized by the difficulty discarding or parting with possessions and clinical distress associated with discarding them. This disorder impairs social, occupational, or other areas of functioning that are important to the individual. This disorder affects many older individuals who have experienced some sort of trauma, or displayed acquiring items starting in adolescents; and difficulties have increased with each aging decade. These items acquire in hazardous stacks throughout the home, covering up problematic structural issues, and block fire exits. These safety issues cannot be ignored, and purging of excess items cannot be forced. A wraparound approach for removing excess items will gradually ease these individuals experiencing symptoms of Hoarding Disorder to make their home a safe and more enjoyable place to live.

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## **Postpartum Mood Disorders: Prevalence, Symptoms, and Treatment, Beth Shelton Hayes**

**Beth Shelton Hayes, LMSW, CPD**  
**Homecoming Postpartum Services**

Ms. Hayes, owner of Homecoming Postpartum Services, specializes in perinatal mood disorders and the postpartum period of adjustment. Beth serves on the boards of the Shelby County Breastfeeding Coalition and the Memphis Birth Collective.

### **Learning Objectives:**

- Attendees will learn the six different postpartum mood and anxiety disorders (PMAD), their symptoms, and the differences between the “Baby Blues” and PMAD
- Attendees will learn risk factors of postpartum mood disorders and methods of prevention
- Attendees will learn evidence based treatments for PMAD including available resources.

It is more likely for a woman to be admitted for psychiatric treatment during the postpartum period, the year following childbirth, than during any other time in her life. Evidence supports that at least one in seven women will struggle with one of six postpartum mood

and anxiety disorders (PMAD) during this time period. These disorders include depression, anxiety/panic disorder, obsessive compulsive disorder, postpartum psychosis, bipolar disorder and post-traumatic stress disorder. Suicide is the leading cause of death in women with a PMAD during pregnancy or the postpartum period. While the symptoms of Postpartum Depression are similar to those of the Baby Blues- sadness, irritability, weepiness, lack of appetite, and difficulty sleeping. The baby blues goes away on its own without treatment within two or three weeks after delivery. Postpartum depression symptoms are far more intense than those of the baby blues and do not go away on their own without intervention. These symptoms typically intensify between two and six weeks after birth though can emerge at any time in the first year. Depression is typically coupled with anxiety and panic disorder symptoms, frequently presenting as invasive, irrational or “scary” thoughts involving harm to the baby. If left untreated, the symptoms of postpartum psychosis can have dire consequences for the family.

Risk factors for developing PMAD include, but are not limited to a family or personal history of mood and anxiety disorders, fertility issues, a history of miscarriages and/or difficult pregnancies, lower socioeconomic class, traumatic childbirth, and various biological indicators. Socioeconomic class is a stronger indicator of developing PMAD than is race, though evidence does support that African-American women are more likely to develop symptoms than are women of other races.

Effective treatment modalities for PMAD are Cognitive Behavior Therapy, Parent-Child Interaction Therapy and psychodynamic therapy. Further, it is recommended to include group support, nutrition and exercise, and pharmacologic treatment in the approach. Research also supports including supplements and other alternative treatments for decreasing symptoms. Nationwide, and especially locally, resources of medical and mental health professionals trained in treatment of PMAD is limited as is availability of community based support groups.

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## **Safeguarding Residential Rights and Human Dignity in Nursing Homes, Zev Samuels**

**Zev Samuels, MSW**

**MIFA**

Mr. Samuels received his MSW from Wurzweiler School of Social Work, Yeshiva University. Mr. Samuels is MIFA Ombudsman Program Manager through the Aging Commission of the Mid-South for the TN Commission on Aging and Disabilities (TCAD). He serves the community in a multitude of ways, including facilitating the Annual Senior Resource Fair, and the Out on a Limb – Memphis Area Limb Loss Support.

**Learning Objectives:**

- Participants will gain insight into residential rights and human dignity in nursing homes, as well as ethical social work practice in nursing homes and will observe case examples of racism, discrimination, and oppression against nursing home residents, and against potential residents.
- Participants will identify strategies for observing, verifying, investigating, and resolving racism, discrimination, and oppression in nursing homes.
- Participants will apply the Code of Ethics of the Social Work Profession to case scenarios and will understand how and why social work ethical principles are applied in each case.

Dignity and Personal Rights are among the first casualties of life in a nursing home. A resident may at times become known as the man in '101B' rather than by his name. Care for a frail individual may be disrupted if another resident with apparently greater need asks for help. This is not always the case, but it does happen.

Racism and oppression are expressed in many ways in nursing homes. In fact, payer source – or who is footing the bill – can potentially lead to widespread discrimination against residents, or potential residents, of nursing homes.

This workshop will explore the quality of care, staff attitudes, and trends which affect the wellbeing of nursing home residents. It will offer insights into strategies for advancing human dignity, and for ending all forms of racism, oppression, and discrimination in nursing homes.

Ethical practice in nursing home advocacy framed in the Code of Ethics of the Social Work profession will be discussed. The ombudsman's role in Protecting the Rights of Residents of nursing homes and other long-term care facilities is a focus on 'Resident Driven' care and decision making. This presentation incorporates many scenarios related to the Social Work Code of Ethics.

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## **Animal Assisted Psychotherapy, Susan Elswick**

**Susan Elswick, EdD, LCSW, LSSW**

**The University of Memphis**

Dr. Elswick received her MSW from the University of Tennessee and her Ed.D. in Special Education with a specialty in Applied Behavior Analysis from the University of Memphis. She is Assistant Clinical Professor and Director of MSW Field Placements

for the Department of Social Work. and consults on school-based behavioral health services.

**Learning Objectives:**

- Participants will gain knowledge about the history of Animal Assisted Interventions/ Equine Psychotherapy.
- Participants will gain knowledge about the practices involved in Animal Assisted Interventions/ Equine Psychotherapy as an effective interventions in behavioral and mental health.
- Participants will be informed about the local opportunities for Animal Assisted Interventions/ Equine Psychotherapy programming, and certifications available.

Animal Assisted Psychotherapy (AAP) was adopted as an effective intervention for rehabilitative services with clients in the 1960s; however, the use of animals within therapeutic practices for clients has been used for over one hundred years. Some forms of animal assisted interventions date back to the 5<sup>th</sup> century Greek warriors who used horses to rehabilitate their soldiers. Throughout the years the use of Animal Assisted Psychotherapy in practice has gained traction and exposure in the field of behavioral and mental health. Animals such as horses, dogs, birds, dolphins, rabbits, and farm animals are often part of Animal Assisted Interventions and Psychotherapy. A specific form of AAP in which horses are used to guide the therapeutic healing processes is known as Equine Assisted Psychotherapy (EAP). EAP includes the use of a licensed mental health clinician, an Equine Specialist (ES), and a horse. The therapeutic process is a solution-focused therapy that incorporates horses in an experiential format that assists the client in emotional growth and learning.

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**About the Department of Social Work at the University of Memphis:**

The Department of Social Work resides in the School of Urban Affairs & Public Policy within the College of Arts & Sciences. The Program offers two degree programs. The **Bachelors of Arts in Social Work program** and the **Master of Social Work program** are both fully accredited by the Council of Social Work Education (CSWE).