

*2nd Annual Learning Institute Conference*

**Exploitation of Women and Children:  
Global Perspectives**

**June 10 – 12, 2015**



*Millersville University  
In Beautiful Lancaster County*

***Welcome to the***  
**2<sup>nd</sup> Annual Learning Institute Conference**

**Exploitation of Women and Children:  
Global Perspectives**

**June 10-12, 2015  
The Ware Center  
Lancaster, Pennsylvania**

*Hosted by  
Millersville University  
Department of Social Work*

*Enjoy the conference and your stay in scenic, historic,  
Lancaster County, Pennsylvania!*

**MILLERSVILLE UNIVERSITY**  
**DEPARTMENT OF SOCIAL WORK**

Dr. Joyous Bethel

Ms. Kristin Callaway

Ms. Beth Colvin

Ms. Lauren Corso

Dr. Marc Felizzi

Professor Jennifer Frank

Dr. Leonora Foels, Conference Co-Coordinator

Dr. Heather Girvin

Dr. Laura Granruth

Dr. David Johnson

Ms. Kathy Kuhns

Dr. Curtis Proctor

Dr. Karen Rice, Conference Co-Coordinator

Ms. Lenisse Santiago

Dr. Kathleen Walsh

## GENERAL INFORMATION

### **Parking:**

Parking will be available at the Prince Street Garage on **111 N. Prince St, Lancaster, PA 17603.** Upon entering the garage you will receive an entrance parking ticket that allows you to stay parked in the garage. You will need the ticket to pay for parking and exit the garage.

### **For Wi-Fi Access:**

Connect to the "MUguest" network

Username is "guest"

Password is "Access115"

### **ATM Machine:**

ATM machine will be located at the front of the Ware Center Lobby. The ATM offers 24-hour accessibility and will accept deposits to any bank that is a part of the Cirrus System.

### **Police/Emergency Information:**

**Address:** 39 W Chestnut St, Lancaster, PA 17603

**Phone:** (717) 735-3300

### **24-Hour Emergency Services:**

Lebanon House

237 N. George St.

Millersville, PA 17551

8:00 am-4:30 pm

**Emergency:** 911

**Non-Emergency:** (717) 872-3433



## PROGRAM AT A GLANCE

### Wednesday, June 10, 2015

4:30 – 6:00pm	Conference Registration and Check in at The Ware Center
6:00 – 8:30 p.m.	Special Event: <b>“Not for Sale”</b> Documentary Screening with Panel Discussion

### Thursday, June 11, 2015

8:00 – 10:00 a.m.	Conference Registration and Check in at The Ware Center
8:45 – 9:00 a.m.	Welcome and Opening Remarks from Dr. Karen Rice, Department Chair
9:00 – 10:00 a.m.	Keynote Speaker: Adele Ulrich
10:15 - 11:15 a.m.	Workshop Session A
11:30 – 12:30 p.m.	Workshop Session B
12:30 – 2:00 p.m.	<i>Lunch is on Your Own</i>
2:00 – 3:00 p.m.	Workshop Session C
3:15 – 4:15 p.m.	Workshop Session D
4:30 – 6:00pm	<i>Dinner is on Your Own</i>
6:00 – 8:30 p.m.	Special Event: <b>“Girl Rising”</b> Documentary Screening with Panel Discussion

### Friday, June 12, 2015

7:00 – 8:00 a.m.	Breakfast is on your own. Feel free to visit <b>Lancaster’s Central Market</b> located at 23 North Market Street, Lancaster Pa 17603
8:00 – 10:00 a.m.	Registration and Check in at the Ware Center lobby 42 North Prince Street, Lancaster
8:00 – 9:00 a.m.	Workshop Session E
9:15 - 10:15 a.m.	Workshop Session F
10:30 – 11:30 p.m.	Workshop Session G
11:45 – 12:45 p.m.	Workshop Session H
12:45 – 2:00 p.m.	<i>Lunch is on Your Own</i> (Student Posters and Meet the Authors)
2:00 – 3:00 p.m.	Workshop Session I
3:15 – 4:15 p.m.	Workshop Session J

## PROGRAM GUIDE

### WEDNESDAY, JUNE 10

4:30 – 6:00pm	Conference Registration and Check in at The Ware Center (3 <sup>rd</sup> Floor Atrium)
6:00 – 8:30 p.m.	Special Event: <b>“Not for Sale”</b> A screening on a two part documentary on the fight against human trafficking followed by a panel discussion. (Refreshments and popcorn provided) (Ware Center – 3rd Floor Atrium)

### THURSDAY, JUNE 11

#### Morning Keynote

#### Reinventing the Substrate: Mobilizing Men and Boys as Allies to Overcome Oppression

9:00-10:00 a.m.

Ware Center – Atrium (3<sup>rd</sup> Floor)



**Adele Taylor Ulrich** educates and motivates people to fight for social justice. She is the playwright of **Chain Reaction**, with contributions by Sandy Asher and the Fulton Youth theatre ensemble, based on Kevin Bales' book on modern slavery, Disposable People. In 2008, the President's Committee on the Arts and the Humanities honored The Fulton Youth theatre (which she co-directed) with a Coming Up Taller Award. Adele choreographed and performed the multimedia cultural criticism **We're Still Soaking in It** at the 2004 Philadelphia Fringe Festival. She was awarded American Alliance for Theater in Education's **Youth Theater Co-**

**Director of the Year** in 2011. She currently directs **hu-MAN Up**, an initiative of the 501(c)(3) The Planet Project, working across gender and generation to help to challenge patriarchy, through engaging men and boys to create new social norms, free from sexism, male privilege and gender violence, and to work to build a sustainable culture. Adele incorporates unconventional methods to raise awareness, and build empathy, including PSAs on billboards and transit signs, monologues, spoken word, art, movement and the creative process. She produces **BECOMING hu-MAN: Words and Images to Help End Rape Culture**, annually, and offers trainings and workshops to the community, schools and fraternities. Her recent college presentations include **#sexismisnotsexy** workshops and trainings at Millersville University's **Gender and Sexuality Institute's sEXPO**, **Lambda Chi Fraternity**, and **Sigma Upsilon Sorority**. Adele collaborates with student members of **hu-Man Up Local College Coalitions (HULCC)** coordinating college programming and training peer educators. She is eager to offer **hu-MAN Up's** projects internationally.

## WORKSHOP SESSION A: 10:15 - 11:15 a.m.

### *Detailed Description of Concurrent Presentations*

#### **A-1 Room 3-05**

**TITLE: Daddy and Me: Supporting Adolescent Fathers through Group Work**

**PRESENTERS:**

*Carl Mazza, DWS, LMSW, Chair of the Social Work Department, Lehman College of the City University of New York*

*Derwin Greene, MSW, Director of the After School and Fatherhood Initiative Programs, Kingsbridge Heights Community Center*

**Abstract:** We explore the experiences of two male social workers' experiences with running groups for urban adolescent fathers and discuss some of the strengths and challenges faced by these young men. Most importantly, we demonstrate how these groups become an exercise in parallel process.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Understand some of the fears that often grip urban adolescent fathers.
2. More fully comprehend the importance of role modeling on the part of the social workers and role parallel process plays when working with adolescent fathers.
3. Learn how to help adolescent fathers become more consistent and caring fathers to their children.
4. Realize some of the real obstacles faced by urban adolescent fathers that without intervention will block them from meeting the needs of their children.

#### **A-2 Room 3-08**

**TITLE: A Global Look at Maternal Mortality**

**PRESENTER:** *Rebecca McCloskey, MSW, LCSW, Specialist Professor, Monmouth University School of Social Work*

**Abstract:** This presentation will take an introductory look at the global issue of maternal mortality utilizing a human rights perspective, while considering issues related to culture and socioeconomics. Additionally, interventions (such as the use of trained birth attendants and midwives) that have demonstrated success in reducing rates will be introduced.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Understand the problem of maternal mortality and identify it as a pressing human rights concern
2. Identify and better understand the various and complex social, political, economic, racial, and cultural factors that impact maternal mortality across the globe.

3. Utilize applicable human rights documents that aim to protect the rights and health of mother (and their families) during pregnancy, childbirth, and post-partum in the discussion of maternal mortality.
4. Advocate for pregnancy and childbirth support through evidence based care practices, which include the use of midwives and trained birth attendants for safer births for mothers and babies.
5. Advocate for policies and participate in activism that supports efforts to reduce maternal mortality through a right to health approach.

### **A-3 Room 3-14**

**TITLE: Making the Connection: Healthy Sexuality as Sexual Violence Prevention**

**PRESENTER:** *Laura Palumbo*, MA Student, Prevention Campaign Specialist, National Sexual Violence Resource Center

**Abstract:** This workshop will focus on exploring the basics of the healthy sexuality framework and how it connects to and strengthens sexual violence prevention.

**Learning Objectives:** At the end of this session, participants will be able to:

1. List three characteristics of a sexually healthy adult.
2. Define consent and healthy sexuality framework.
3. Identify two connections between healthy sexuality and sexual violence prevention

## **WORKSHOP SESSION B: 11:30 - 12:30 a.m.**

### **B-1 Room 3-05**

**TITLE: Belonging: Urban Youth Gangs and Social Attachment**

**PRESENTERS:**

*Michael Avila*, MSW, Social Worker, South Brooklyn Community Center

*Carl Mazza*, DSW, LMSW, Chair of the Social Work Department, Lehman College of the City University of New York

**Abstract:** To be a gang member is to belong to a group that accepts and supports the member. All too often urban youth feel alienated and isolated. This sense of social isolation opens up the doors very wide for gang membership. Two social workers discuss this attraction to gangs and present their ideas to combat and replace it with a more positive sense of belonging and community.

**Learning Objectives:** At the end of this session, participants will be able to:

1. The participants will begin to understand the dynamics that contribute to gang membership.
2. The participants will more fully comprehend the consequences of budget cuts and poorly designed social policies that result in an increase in gang membership.



3. The participants will be reminded on the impact of Maslow's Hierarchy of Needs on adolescents' need to belong.
4. The participants will realize some of the potential solutions that ultimately decrease the numbers of youth involved in gangs.

## **B-2 Room 3-08**

**TITLE: Adjustment Issues and Psychosocial Stress: Assessment of Immigrant Children through Migration Process**

**PRESENTER:** *Gauri Bhattacharya*, Professor, DSW, MSW, LCSW, ACSW, Jackson State University, College of Public Service, School of Social Work

**Abstract:** Evidence suggests immigrant children often undergo adjustment challenges and psychosocial stress in the context of their individual and family experiences during the migration process, i.e., pre-migration, during migration, post-migration. This presentation will examine children's mental health issues and discuss the need for culturally competent social work programs for assisting immigrants.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Understand the potential links between social adjustment process and mental health issues in immigrant families and children in migration contexts.
2. Identify five targeted areas that can impact on social behavioral development of immigrant children.
3. Develop culturally competent social services for immigrant families.

## **B-3 Room 3-14**

**TITLE: Differential Perceptions of Neglect for Native-American Families: An Experimental Design**

**PRESENTER:** *Alice Kay Locklear*, PhD, MSW, Assistant Professor, The University of North Carolina at Pembroke

**Abstract:** The inequality of foster care placement for Native American children, outside of their identified ethnic culture, dismantles the family structure. An experimental design, which, investigated associations between social work students' levels of cultural competence and perceived child neglect was studied. Picture imaging and the critical race theory revealed enlightening results.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Connect oppression and inequality through the critical race theory to the global perspective.
2. Examine the connections between social work students' levels of perceived neglect and cultural competence.
3. Gain a further understanding of the dynamics of child neglect disproportionality of Native American children.
4. Learn the uniqueness of experimental design and picture imaging in the social work profession.

## WORKSHOP SESSION C: 2:00 - 3:00 p.m.

### C-1 Room 3-05

**TITLE: The Impact of Community Violence and Paternal Involvement on Maternal Harsh Parenting**

**PRESENTERS:**

*Wan-Yi Chen*, PhD, MSW, Associate Professor, West Chester University

*Yookyong Lee*, PhD, MSW, Associate Professor, University of Alabama

**Abstract:** This study investigates the impact from community violence victimization and the role of father's involvement with the child on maternal harsh parenting among young mothers. Study found that young mothers who experienced victimization were more likely to adopt harsh parenting practice, while such relationship was attenuated by father's involvement with child.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Identify the connection between maternal community violence victimization and their use of physical and psychological harsh parenting among young mothers.
2. Know about the role of father's involvement with child(ren) on maternal harsh parenting.
3. Learn about strategies to assist young mothers affected by community violence to adopt more effective parenting practice.

### C-2 Room 3-08

**TITLE: A Cross Cultural Analysis of Child Trafficking in Nepal, Liberia, and Nicaragua**

**PRESENTER:** *Suzanne Weaver*, MSW, LSW, ACSW, Professor of Social Work, Cedar Crest College

**Abstract:** The research was conducted over a six year qualitative research study in three developing nations: Nepal, Liberia and Nicaragua. The presentation will highlight the similarities and differences in the types of child trafficking and causes in each country. There will be a specific focus on Liberia's child soldier trafficking and how to incorporate human rights theory into course content.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Identify the two key causes of child trafficking.
2. Understand unique characteristics of child trafficking in Nepal, Liberia, and Nicaragua.
3. Acquire specific teaching techniques to engage students in global social justice learning.

### C-3 Room 3-14

**TITLE: Critical Theory: Connecting Cultural Competence and Perception**

**PRESENTER:** *Alice Kay Locklear*, PhD, MSW, Assistant Professor, The University of North Carolina at Pembroke

Abstract: The Native-American family structure risk losing cultural and self-identity due to disparate rates in foster care placement of their children. This dismantling signaled the application of critical race theory in examining cultural competence and self-perceptions. The professional dialogue of separation and loss expands through picture imaging and a case vignette.

Learning Objectives: At the end of this session, participants will be able to:

1. Connect oppression and inequality through the critical race theory to the global perspective.
2. Examine the connections between professional levels of perceived neglect and cultural competence.
3. Gain a further understanding of the dynamics of disproportionality of Native American children.
4. Gain awareness of the strength in picture imaging to examine unconscious attitudes.

## WORKSHOP SESSION D: 3:15 - 4:15 p.m.

### D-1 Room 3-08

**TITLE: Child Welfare and Drug and Alcohol Family Preservation Collaborative Program -- Lancaster County**

**PRESENTER:** *Satoko Marquet*, MSW, MPH, Research and Quality Assurance Specialist, Family Design Resources, Inc.

Abstract: Parental substance use continues to be a serious issue in the child welfare system. This study evaluated the implementation processes of collaborative programs between the drug and alcohol and child welfare systems in Lancaster County, Pennsylvania. The agencies participating in the programs have employed systemic approaches involving interagency collaboration with the goals of increasing children and families' safety and well-being and keeping families intact. This approach has increased early identification of clients' issues and accessibility to drug screening and evaluation, and improved client engagement in treatment. Eighteen program administrators and practitioners and ten clients voluntarily participated in individual interviews. In Lancaster County's model, professionals cooperate at different levels within the organizational structure to fulfill specific roles, which produces a multifaceted support service to assure children's safety, well-being, and permanency, as well as families' self-sufficiency. To expand or duplicate the integrated programs, an outcome evaluation is required.

Learning Objectives:

1. Evaluate FA and LFC programs' policies and procedures, structures, and cultures.
2. Examine keys to success of collaboration at administrators' and direct practitioners' service level.
3. Assess client's experience to identify benefits of corroborative programs.

### D-2 Room 3-14

**TITLE: In Her Shoes - Workshop**

**PRESENTER:** *Bethany Woodcock*, Doctoral Student, MA, Founder at NIMBY (Not in My Back Yard)

Abstract: Participate in an experiential that allows you to “walk in the shoes” of a woman sold into sex slavery, learn how trafficking victims are enslaved by their invisible chains, how to see what is happening in your back yard, and what you can do to help end modern day slavery.

Learning Objectives: At the end of this session, participants will be able to:

1. Understand the basics of human trafficking, particularly domestic sex trafficking.
2. Understand some of the obstacles trafficking victims experience and why victims don't just walk away
3. Understand what they can do to help end human trafficking

4:15 – 6:00pm      Dinner is on Your Own

6:00 – 8:30 p.m.      Special Event: **“Girl Rising”**  
A screening of a documentary of how one girl with courage is a revolution. Share her story. Invest in her. Stand with her. This will be followed by a panel discussion. (Refreshments and popcorn provided)  
(Ware Center – 3<sup>rd</sup> Floor Atrium)

***What Does it Mean to Be a Girl?***  
**Art Exhibit:**  
**Perspectives from Across the Globe**  
**(3<sup>rd</sup> Floor Owen Salon)**

is an educational exhibit that brings awareness to hopes, dreams, and challenges faced by women and girls today.

Researchers from Millersville University collected data from the countries of Haiti and Costa Rica to better understand perspectives of gender and how it shapes future opportunities for women and girls. As you walk through the exhibit, you will notice that, *despite adversities, women and girls exude hope and empowerment for their futures.*

## PROGRAM GUIDE (continued)

### FRIDAY, JUNE 12

7:00 – 8:00 a.m.	Breakfast is on your own. Feel free to visit <b>Lancaster's Central Market</b> located at 23 North Market Street, Lancaster Pa 17603
8:00 – 10:00 a.m.	Registration and Check in at The Ware Center 42 North Prince Street, Lancaster

### WORKSHOP SESSION E: 8:00 - 9:00 a.m.

#### E-1 Room 3-05

**TITLE: Exploring Spiritual Coping Mechanisms for African American Women Intimate Partner Violence Survivors**

**PRESENTER:** (*Ah'Malah*) *Vanessa Barnes-Bey*, BSW, MSW, Walden University PhD Human Services Candidate, CEO and Founder of Earths Retreat LLC

**Abstract:** Intimate partner violence (IPV) is a widespread public health problem in the United States (Centers for Disease Control and Prevention [CDC], 2014; Morgaine, 2011). Statistics show that on average, 20 people per minute are victims of physical violence by an intimate partner in the United States (CDC, 2014). An intended phenomenological study will explore how African American women survivors of intimate partner violence (IPV) utilize spirituality as a coping mechanism. An empowerment enriched workshop will center on how the link of spiritual coping mechanisms may result in effective coping strategies for African American women survivors of IPV. According to the 2010 National intimate partner and sexual violence survey, one in four women are victims of extreme physical violence by a partner (Black et al., 2011). Williams, Oliver, and Pope (2008) referred to IPV as acts of violence that occur among current or former intimate partners. In the United States, IPV affects more than 5 million women each year resulting in significant health issues (Office of Women's Health, 2011). In 2007, IPV victimization resulted in approximately 2,340 deaths in the United States; 70% of those deaths were females, and 30 % were males (CDC, 2014).

**Learning Objectives:** At the end of this session, participants will be able to:

1. Gain increased awareness of how victims of IPV benefit from effective coping mechanisms: Attendees will learn how the nexus between IPV and the role of spirituality as a coping mechanism for African American women. Further, participants will learn how possible informal support may affect victim behaviors, which may result in adverse psychological and physical manifestations. This information may lead practitioners to design and develop tailored support programs for this population.
2. Interactive advocacy sessions: Group participation/discussion may foster a dialogue on what strategies may provide both informal and formal support for this population of women.

3. Learn about possible coping mechanisms: Participants and researchers will learn how this coping mechanism can be tested and applied to future qualitative research as well as to other contexts and samples.
4. Learn in what ways spirituality can serve as an intervention strategy: Helping professionals and other attendees will learn why it is important to identify signs of abuse in a population who may suffer prolonged, complicated, and anticipatory physiological and emotional experiences. Attendees will also learn why spirituality may be an appropriate consideration.

## **E-2 Room 3-14**

**TITLE: Income Generating Activities Leads to Eliminate Hazardous Child Labor: Bangladesh Perspectives**

**PRESENTER:** *Emadul Islam*, BSS, MSS, Assistant Monitoring and Research Officer, Islamic Relief Bangladesh

**Abstract:** Children in hazardous work are in many respects considered the modern form of slavery within employment. This article is an outcome of the Elimination of Hazardous Child Labour Project implemented by an international non-government organization-Islamic Relief Worldwide, Bangladesh (IRW, B). This study examines changes of livelihood patterns to the beneficiaries and its result to eliminate child labor. This research has employed both qualitative and quantitative method and findings will be compared with base line findings of the project.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Learn role of IGAs in elimination of hazardous child labor.
2. Learn aspects of community based organization (CBOs) operation and roles in raising awareness about child rights.
3. Learn best practice model on elimination of hazardous child labour in developing countries

## **WORKSHOP SESSION F: 9:15 - 10:15 a.m.**

## **F-1 Room 3-05**

**TITLE: Opening Eyes: Resources to Raise Awareness of Human Trafficking**

**PRESENTER:** *Holly Danforth Vugia*, PhD, LCSW, PPSC, Associate Professor, California State University and Coordinator of the Undergraduate Social Service Option

**Abstract:** Burgeoning global efforts to decrease human trafficking often confront disbelief and misinformation. This workshop arms educators, organizers, and service providers with resources and experiential activities to expand human trafficking awareness. Participants may bring specific challenges to the table for group problem solving (syllabi, community organizational challenges, collaboration stalemates, etc.).

**Learning Objectives:** At the end of this session, participants will be able to:

1. Provide a snapshot of global human trafficking.
2. Summarize current thinking regarding attitude change in fields such as public health, social work, and social psychology
3. Demonstrate an experiential activity, which provides a personal opportunity for reflection and growth regarding the reality of human trafficking.
4. Introduce concrete web-, print-, and media-based resources that can promote human trafficking awareness in classrooms, collaborative meetings, and community organizational efforts.
5. Lead interested participants in applied brain-storming and problem-solving discussion regarding specific pedagogical or action-focused challenges to raise human trafficking awareness
6. Emphasize the importance of self-care and emotional debriefing when raising the issues of human trafficking in general and sexual exploitation and/or violence more specifically
7. Distribute an annotated resources list to participants.

## **F-2 Room 3-08**

**TITLE: Rapid Rehousing and Domestic Violence: A call for Advocacy**

**PRESENTERS:**

*Marcela Mellinger, PhD, MSW, Assistant Professor, University of Maryland*

*Christine Pfau Laney, Esq., Legal Clinic Coordinator, Domestic Violence Services-Legal Clinic*

*Lucilly Becky Powell, MSW, LSW, Domestic Violence Counselor, Domestic Violence Services*

**Abstract:** Poverty and housing issues faced by women are exacerbated by intimate partner violence. Through the use of case studies, this presentation will address the consequences of the rapid rehousing movement on women seeking services at a local shelter. Advocacy implications for working with this population will be discussed.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Understand the complex issues faced by women in abuse relationships who are also in need of affordable housing.
2. Learn about the physiological, psychological, and economic impact rapid rehousing policies can have on victims of intimate partner violence.
3. Identify strategies for advocating, both at the micro and macro levels, for abused women who are also in need of housing.

## **F-3 Room 3-14**

**TITLE: Did Obamacare reduce health disparities for women and children?**

**PRESENTER:** *Laura Brierton Granruth, PhD, MSW, Assistant Professor, Millersville University*

**Abstract:** This presentation examines the impact of the Affordable Care Act on the reduction of health disparities among women and children, with a special focus on preventive services. Are women and children healthier? What else needs to be done? The presentation discusses the implications for social work in health care.

Learning Objectives: At the end of this session, participants will be able to:

1. Improve their knowledge of the Affordable Care Act, its implementation nationally and in Pennsylvania.
2. Improve their understanding of health disparities for women and children prior to and after the passing of the Affordable Care Act.
3. Learn some opportunities for intervention by social workers and other helping professionals

## WORKSHOP SESSION G: 10:30 - 11:30 a.m.

### G-1 Room 3-05

**TITLE: Using Practice Theory for "Preventing Sex Trafficking and Strengthening Families Act" Advocacy**

**PRESENTER:** *Warren D. Yoder*, MSW, Executive Director, Public Policy Center

**Abstract:** The practice theory of Pierre Bourdieu proves useful for social workers implementing the "Preventing Sex Trafficking and Strengthening Families Act" of 2014. This session provides a basic overview of the Act, the analytical tools to navigate required policy changes, and a critical perspective for the future of child welfare.

Learning Objectives: At the end of this session, participants will be able to:

1. Identify the frustration that results from mismatches between the logic of social welfare policy analysis and social welfare policy practice.
2. Gain the basic analytic skills needed to use Practice Theory to identify a social welfare field, the positions within that field, the logic of the field, and the strategies the participants use as they contest the capital the field has to offer.
3. Learn the basic policy changes of the "Preventing Sex Trafficking and Strengthening Families Act" of 2014.
4. Apply Practice Theory to gain a basic understanding of the challenges each state child welfare field will face when implementing the requirements of the Act.

### G-2 Room 3-08

**TITLE: Figure Head or Reality? Power Disconnect among Post-genocide Rwandan Women**

**PRESENTER:** *Hadidja Nyiransekye*, PhD, MSW, Assistant Professor, Bridgewater State University, School of Social Work

**Abstract:** Exploitation of women and children has been known among scholars in many disciplines. The women's movement as well as the struggle for women's rights and gender equity has affirmed the intersectionality between gender and social identities. This presentation addresses oppression of women in Rwanda as multilayered, contextual, and exploitative.

Learning Objectives: At the end of this session, participants will be able to:

1. Identify the historical roots of women's exploitation in Rwanda



2. Understand the complexity associated with a post genocide societal context
3. Have a deeper understanding of how political, economic, and social stratification adversely impact the lives of women in the global south.

### **G-3 Room 3-14**

**TITLE: Gendered Wage Disparities as the Financial Exploitation of Women and Families**

**PRESENTER:** *Kathleen Walsh*, PhD, LCSW, Associate Professor, Millersville University

**Abstract:** This interactive presentation will address the gender wage gap in the workforce and social work. The presenter will explore the connection between wage equity and the financial well-being of women, families, and society. An exploration of the facets associated with the recruitment, retention, and promotion of women will be discussed.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Explain and discuss the gender wage gap in Social Work and society including the economic ramifications of disparities
2. Identify factors associated with workplace opportunities and disparities
3. Review practical strategies to promote equity and opportunity for women in the workplace
4. Desired outcome: Participants will acquire tangible ideas, strategies, and tools to promote increased opportunities related to wage and workforce equality for all

## **WORKSHOP SESSION H: 11:45 - 12:45 p.m.**

### **H-1 Room 3-05**

**TITLE: Being a Good Guy is Not Enough: Incorporating Mind-Body Techniques, Performance, & the Creative Process to Engage Men & Boys**

**PRESENTER:** *Adele Ulrich*, PhD, LCSW, Assistant Professor, Molloy College

**Abstract:** This interactive workshop will explore the use of theater exercises, deep ecology, performance and the creative process to engage men as allies to help end rape culture. Participants will experience a sampling of spoken word performance, deep empathy exploration, and techniques drawn from expressive movement therapy to examine normalized attitudes and beliefs -- from everyday sexism to sexual assault. We will explore methods of applying these tools to help transform destructive, cultural mindsets that perpetuate male privilege and enable "boys will be boys" thinking. We'll examine bystander intervention techniques and their safe application. *Workshop participants should wear comfortable clothing that moves for this interactive session.*

**Learning Objectives:** At the end of this session, participants will be able to:

1. Better understand the body as a bridge to the subconscious and the power of combining mind/body techniques with the creative process in deconstructing deeply ingrained attitudes and beliefs
2. Utilize specific exercises to strengthen mind/body connections and facilitate empathy by deescalating defense mechanisms and opening hearts and minds, as well as helping boys and men understand the cost of rigid, heteronormative gender roles
3. Utilize methods to facilitate the creative process and mind-body techniques and understand why they're important
4. Employ techniques that facilitate deep empathy and perspective building through use of full body listening techniques, creative writing, image creation, movement and vocal expression to facilitate deeper learning in men of all ages
5. Use interpersonal and social media tools to engage in media literacy and action, by addressing sexist advertising and popular culture
6. Motivate men and boys to engage in bystander intervention - from everyday sexism to assault

## **H-2 Room 3-08**

**TITLE: Sibling Violence Trauma: A Family Systems Approach to Parental Neglect of Siblings**

**PRESENTER:** *Amy Meyers, PhD, LCSW, Assistant Professor, Molloy College*

**Abstract:** Sibling abuse is a pervasive yet under-identified phenomenon. Risk factors include a family climate of parental behavior that indicates neglect and poses trauma that compromises the well-being of siblings. This experiential workshop highlights potential for survivor resilience from a family systems approach to prevention and intervention.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Define and differentiate sibling rivalry from sibling abuse.
2. Identify the risk factors of sibling physical and emotional abuse.
3. Identify protective factors and pathways towards resilience.
4. Use knowledge of risk and protective factors to address prevention and intervention.
5. Protect children from sibling abuse.

## **H-3 Room 3-14**

**TITLE: The Role of Women in Reconstructing and Creating Post Conflict Communities and Societies**

**PRESENTER:** *Debra Wilson, Ph.D., LSW, Assistant Professor, Kutztown University*

**Abstract:** In seeking to better understand how to assist societies during reconstruction, we look to models of reconstruction, which exhibit social value as well as economic stability. In the global context, Social Work, being a helping profession, cannot be contained within our own borders and should extend to global communities in need and visa versa. Exploration of Social Work models of social and economic reconstruction, which enhances policy and ongoing peace efforts, is an imperative component of sustained peace processes within post conflict communities. The ethical obligation of the

empowerment of such communities requires strong Social Work contributions to reduce lack of high need resources and trauma. The necessity of community organizations in the conjoint role of guiding international involvement in areas of assistance is crucial to responding to human need. The organized role of women in this process is of particular importance as a voice in negotiating policy surrounding the needs of communities, family and youth within these societies. In conclusion, enhancement of community resources that support families, youth issues, education, economy and social capital are an important factor in not only addressing human need, but also sustaining the concept of peace itself in a post conflict society.

Learning Objectives: At the end of this session, participants will be able to:

1. Explore the role of women in reconstructing and recreating societies, communities and neighborhoods in areas of post conflict.
2. Discuss current global initiatives by the U.N. and within the U.S.A. designed to address the emerging recognition of the need for women's roles in the construction and reconstruction of communities.
3. Explore women's organizations globally that have risen to this challenge in working with governments and influencing policy within their communities.
4. Explore avenues of reconstruction that have included women in the process of reconstruction globally and the impact of such involvement.
5. Brainstorm ideas and suggestions for implementing and organizing women to become more proactive in reconstruction of neighborhoods and communities.

12:45 – 2:00 p.m.     *Lunch is on Your Own (See below for information on Student Posters and Meet the Authors)*

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## WORKSHOP SESSION I: 2:00 - 3:00 p.m.

### I-1 Room 3-05

**TITLE: Utilizing Literature, Film, and Expressive Arts to Foster Educational Goals in Haiti**

**PRESENTERS:**

*Lauren Corso*, MSW, Millersville University

*Karen Rice*, PhD, LSW, ACSW, Dept. Chair and Assistant Professor, Millersville University

*Heather Girvin*, PhD, Assistant Professor and MSW Co-coordinator, Millersville University

*Jennifer Frank*, MSW, LSW, Instructor and BSW/MSW Field Coordinator Millersville University

**Abstract:** Through participant-observation, research was conducted within a K-13 school in Haiti to develop a better understanding of student perceptions of barriers to education, as well as their ideas of what it means to be a girl. Children's literature, film, and expressive arts were utilized.

Learning Objectives: At the end of this session, participants will be able to:

1. Understand and identify ways environments and cultural norms can foster oppression.

2. Identify barriers to girls' education, and their impact on developing communities.
3. Learn ways to use the arts to promote global social change.

## **I-2 Room 3-08**

**TITLE: Underserved and Over-marginalized: Homeless Children in America**

**PRESENTER:** *Marc Felizzi*, PhD, LCSW, Assistant Professor, Millersville University

**Abstract:** Approximately 1.6 million children are homeless in the United States at any given time. These children often have few services available to them. This presentation will discuss the problems faced by a marginalized population of children who have no fixed addresses, and little support in home and community.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Understand the definition of homeless children in America.
2. Understand the scope of homeless children, and the effects of homelessness.
3. Understand how to assess, treat, and possibly prevent homelessness.
4. Develop an awareness of resources for homeless children.

## **I-3 Room 3-14**

**TITLE: Symbolic Imprisonment, Grief, and Coping: African American Women with Incarcerated Mates**

**PRESENTER:** *Avon Hart-Johnson*, PhD, Adjunct Professor, University of Maryland University College and President, DC Project Connect

**Abstract:** A theoretical model Symbolic Imprisonment, Grief, and Coping will depict African American women's adverse responses to having an incarcerated mate. This grounded theory will explain how research participants were affected by stigma, grief, social isolation, and the phenomenon of symbolic imprisonment.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Gain increased awareness of masked symptoms related to SIG-C: The theoretical model will convey how a nexus of guilt, grief, shame, and self-reproach may result in masked somatic and behavioral symptoms with the subject population. Further, the discussion section will provide viewers with an understanding of how possible irrational and dysfunctional behaviors as coping, may result in adverse psychological and physical manifestations. This information may lead practitioners to design and develop tailored support programs for this population.
2. Engage in dialogue with the presenter on what strategies may provide both informal and formal support for this population of women.
3. Learn about how the new grounded theory may be used for future research application.

## WORKSHOP SESSION J: 3:15 - 4:15 p.m.

### **J-1 Room 3-05**

**TITLE: Are We Prepared to Identify and Intervene with Sex Trafficked Youth?**

**PRESENTERS:**

*Dorlisa Minnick*, PhD, Assistant Professor, Shippensburg University

*Cheryl Hershey*, BSW, Specialized In-Home Case Worker II at Cumberland County Children and Youth Services

**Abstract:** The roundtable will explore questions raised by original research completed by the facilitators. We surveyed the Administrators of Children and Youth Services in Pennsylvania. With a 42% response rate, results indicated low organizational efficacy in identifying incidents of Commercial Sexual Exploitation of Children and resource limitations in providing trauma-informed care.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Define Commercial Sexual Exploitation of Children
2. Describe 3 characteristics of CSEC victimization
3. Identify community resources and limitations for suspected CSEC

### **J-2 Room 3-14**

**TITLE: Preventing Child Sexual Abuse: Circles of Safety for Higher Education**

**PRESENTERS:**

*Deborah Donovan Rice*, MMT, Program Director of Stop It Now!

*Victoria Sanders*, PhD, Assistant Vice Chancellor, Chief EEO Compliance Officer & State System Title IX Coordinator at PASSHE

**Abstract:** The Circles of Safety for Higher Education© program customized for the Pennsylvania State System of Higher Education by Stop It Now!, working in the US and abroad offers training and practical tools to prevent child sexual abuse. Representatives from Now! and PASSHE will share how the program works and its impact.

**Learning Objectives:** At the end of this session, participants will be able to:

1. Identify key strategies for implementing an effective child sexual abuse prevention program and how this creates system change.
2. Learn practical steps to prevent sexual abuse
3. Understand how the prevention team functions to prevent sexual victimization of children
4. Identify potential action steps to take this information back to their institutions
5. Understand how policies and practices can be used to help prevent children from being sexually abused



**Save the Date**  
3<sup>rd</sup> Annual Learning Institute  
Global Well Being and Social Change Conference  
Theme: *Poverty and Human Needs*  
**June 8-10, 2016**

**Poster Presentations** will be on display throughout the conference, but students will be available for further discussion on Friday between 12:45 to 2:00 pm.

TITLE: **Child Sex Tourism and the *PROTECT Act of 2003*: A Policy Analysis**

PRESENTER: **Lauren Corso**, MSW, Millersville University

TITLE: **Millersville University Students' Awareness of Human Trafficking**

PRESENTER: **Tyler P. Gehman**, MSW Candidate, Millersville University, Career & Life Studies Program

TITLE: **REACH (Restorative Equine Assisted Counseling and Horsemanship) Pilot Program for LGBTQ Youth**

PRESENTER: **Sarah Salluzzo**, MA, MSW, Facilitator, Greystone Manor Therapeutic Riding Center

### **Meet the Authors**

**Friday, June 12, 2015**

**12:45-2:00pm**

*(Light refreshments and appetizers will be served)*

**Ojoma Edeh Herr:** Author of *Ojoma's Song: Becoming a Woman Nigerian Style*

**Scott Richardson:** Author of *Gender Lessons: Patriarchy, Sextyping & Schools*

**Carrie Lee Smith:** Co-Editor of *Men Who Hate Women and Women Who Kick Their Asses: Stieg Larsson's Millennium Trilogy in Feminist Perspective*

# DOCTOR OF SOCIAL WORK



The Doctor of Social Work (DSW) program prepares academicians who are able to lead and leaders who are able to teach. Pursue your passion for social justice through enhanced leadership and the transformative opportunity to explore and develop yourself as a scholar and practitioner.

## JOINT PROGRAM

Kutztown University and Millersville University are pleased to partner to offer our new DSW program focused on preparing leaders and educators for career advancement in agencies, government, and higher education. Social Work practitioners with an MSW will be prepared to take on the challenges the industry will face in practice and in preparing future experts in the field.

## PROGRAM CONSTRUCT

- Part-time, eight semester program - two courses per semester for fall, spring and summer term
- Cohort model
- Experiential component at an institution near you
- Residency-based program - Face-to-face learning component (one weekend) per semester, located alternately at Kutztown University and Millersville University.

### FACULTY

The social work curriculum is taught by faculty members who have completed a doctoral degree from accredited schools of social work. They are recognized academicians, professional practitioners, and researchers who bring a broad range of experiences to the classroom which include work in public welfare, aging, United Way Administration, addictions, vocational rehabilitation, child welfare, global social work, disabilities and mental health.

## APPLICATION

- Graduate application and application fee.
- Official transcripts from all colleges and universities previously attended (including evidence of an MSW degree from a CSWE-accredited program).
- Child abuse and criminal background checks no older than one year.
- Three letters of recommendation, at least one from a work-related source is required. At least one from an academic source preferred.
- Personal statement: discuss your choice to pursue the DSW at this time and why you have chosen Kutztown University | Millersville University program.
- Essay: a five page discussion of the state of knowledge on social work regarding a current social phenomenon of interest.
- Current resume or curriculum vitae (note: two years post-MSW practice is preferred).

## DESIGNED FOR PROFESSIONALS

A hybrid program with a residency component at our PA university campuses, the DSW program is designed with the working professional in mind. Whether you live in Pennsylvania or anywhere beyond, learn with the best in your profession and prepare to continue to make a difference.

**KUTZTOWN UNIVERSITY**

Office of Graduate Admissions [www.kutztown.edu/DSW](http://www.kutztown.edu/DSW)  
610-683-4291 [graduate@kutztown.edu](mailto:graduate@kutztown.edu)

**Millersville University**

College of Graduate and Professional Studies [www.millersville.edu/DSW](http://www.millersville.edu/DSW)  
717-871-4723 [gradadmissions@millersville.edu](mailto:gradadmissions@millersville.edu)



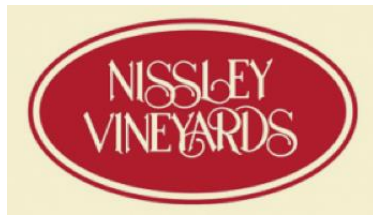
## NEW to Conference

### 2015 EXHIBITOR TABLES

Exploitation of Women and Children: Global Perspectives Conference provides local NGOs and NPOs an opportunity to showcase their programs and products to conference attendees. Information about exhibitors is available at the tables. All tables will be open during registration and lunch times.



## 2015 LEARNING INSTITUTE SPONSORS



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