



Institute Format

The Institute consists of five blocks: opening, Session Block 1, Session Block 2, curriculum integration panel, and the closing.

12:00 pm–1:20 pm: Welcome & Plenary Speaker Loretta Pyles

1:30 pm–2:20 pm: Session Block 1 (participants choose one session to attend)

2:30 pm–3:20 pm: Session Block 2 (participant choose one session to attend)

3:30 pm–4:30 pm: Curriculum Integration Panel

4:30 pm–5:00 pm: Closing

Overall Learning Objectives

- Define integrative approaches, and how *integrative* applies to social work
- Describe three integrative social work approaches
- Explain micro and macro practice applications of integrative social work approaches
- Identify strategies to infuse integrative social work approaches into social work curricula at different levels (individual classroom, subjects, programs, etc.)
- Articulate how the use of integrative social work approaches can promote social equity, respect for diversity, and cultural competence, especially when working with clients who are members of groups that have been targets of oppression and marginalization

Plenary Speaker: Dr. Loretta Pyles, PhD

Loretta received her BA in philosophy and sociology from Baker University, an MA in philosophy from the University of Kansas, and a PhD in social work from the University of Kansas. Formerly on the faculty at Tulane University School of Social Work in New Orleans, LA, Loretta is professor in the School of Social Welfare at the University at Albany—State University of New York (UAlbany). She was director of UAlbany’s Community and Public Service Program from 2008–2012 and currently serves as director of the School of Social Welfare’s PhD program. The National Science Foundation has funded her research on human



capabilities, community participation, and disaster recovery. Her social change and healing justice work has taken her around the globe including to Haiti, Mongolia, and Indonesia. She works with public and nonprofit organizations to promote healing justice and offers workshops that help social workers and activists embody mindful practice and integrative self-care through trauma-informed and anti-oppression lenses.

Loretta's sensibility about transformative justice was formed while she worked in a women's collective at a community-based domestic violence program in Lawrence, KS. She continues to be inspired by the insights of feminist and other social movements. She came to body-mind-spirit practices in 1999 after becoming burnt out from her social services and social change work. Over the years she has committed herself to a journey toward wholeness, awareness, presence, and compassion. The realizations that she found in meditation and yoga have deepened her ability to understand how oppression and undigested experiences rest in the body-mind-spirit continuum. To learn more about these parts of herself and to experience life more fully, she practices a range of modalities including mindfulness/insight meditation, lovingkindness, breath work, asana (physical poses), Tantra, devotional mantra, group support, journaling, and self-inquiry.

Loretta began her integrative journey in the Kwan Um School of Zen, a Korean Zen Buddhist meditation tradition, followed by studies of other Buddhist meditation practices, including Vipassana. She completed her 200-hour yoga teacher training with Lauren Toolin at Heartspace Yoga and Healing Arts in Albany, NY, and her 500-hour yoga training at Kripalu School of Yoga in Stockbridge, MA. She continues her study with teachers from Buddhist, yogic, and shamanic traditions.

Loretta teaches primarily in the MSW curriculum in the clinical and macro sequences, including a course called Mindfulness, Yoga, and Social Work. In her book [*Progressive Community Organizing: Reflective Practice in a Globalizing World*](#) (3rd edition, Routledge; forthcoming in 2020), she introduces an innovative transformative organizing framework, which affirms critical and compassionate inquiry into self and society. Her book [*Holistic Engagement: Transformative Social Work Education in the 21st Century*](#) (co-edited with Gwendolyn Adam; Oxford University Press, 2016) offers educators a framework and methods for using the whole self to teach to the whole self. Her latest books are [*Production of Disaster and Recovery in Haiti: Disaster Industrial Complex*](#) (with Juliana Svistova; Routledge, 2018) and [*Healing Justice: Holistic Self-Care for Change Makers*](#) (Oxford University Press, 2018). She has published approximately 50 articles and book chapters.

Session Block Descriptions

During the two session blocks, participants can choose from four sessions focused on a specific integrative approach.

Harnessing Somatic Movement: Integrating Yoga Into Social Work Education and Practice Sue Tebb

This session provides a body-mind-spirit use of yoga, focusing on healing practices to use with clients coping with traumatic stress, chronic health issues, and lifestyle management. Evidence-informed yoga skills will be shared with the attendees, emphasizing how to stabilize moods, calm emotions, control impulses, and help clients have a deeper understanding of and commitment to daily self-care and inquiry. Many social workers rely on movement and stress management exercises for self-care and recognize these as effective adjunctive approaches for diverse physical and mental health issues. The presenter will introduce integrative and inclusive yoga practices as they pertain to clinical work and the values and ethics of the healing arts. Specific integrative protocols will be presented to help anxiety, depression, addictive cravings, chronic stress, trauma triggers, and other physical/mental health concerns. How to appropriately and safely incorporate these techniques into therapeutic settings with diverse populations and/or make appropriate referrals for yoga will be discussed. This session will provide an opportunity to practice, experience, and discuss the benefits of these methods for therapeutic self-care.

Learning Objectives

- To be introduced to the various aspects of yogic stress management practices for physical/mental health care
- To understand the importance of assessment in using yoga with clients and how to introduce it into work with them as a self-care practice (Ayurveda)
- To learn and practice how breathing, movement, and meditation can rebuild neural pathways in the brain for new behaviors and relapse prevention

About the Presenter



[Sue Tebb](#), PhD, MSW, RYT 500, has been involved with yoga since the 1970s and seriously living it for the last 10 years. She is a professor of social work who received her yoga teacher training from East-West Natural Healing and the Himalayan Institute. Sue is a LifeForce Yoga Therapist Level II and holds an Integrative Yoga for Seniors professional training certificate from Duke Integrative Medicine. She brings yoga principles into her self-care workshops for social workers and uses it in her research with older adults with dementia and war survivors with posttraumatic stress disorder.

Mindfulness and Meditation Practices for Mental Health Treatment and Wellness

Mo Yee Lee, Maria Napoli, Tom Gregoire

This workshop will present mindfulness and meditation practices for treating trauma survivors with co-occurring disorders and those who are in addiction recovery. The Mindful MAC Guide, a simple four-step program to bring mindfulness into daily lives that has been integrated into social work curricula, will also be discussed. The presenters will describe the evidence and mechanisms of change related to mindfulness and meditation practices. Participants can learn and practice skills pertaining to mindfulness, breathing meditation, lovingkindness meditation, and compassion meditation. The workshop will generate a dialogue on integrating mindfulness and meditation in social work curricula for knowledge building and self-care purposes.

Learning Objectives

- To gain knowledge of research evidence and mechanisms of change related to the impact of mindfulness and meditation
- To develop initial skills in mindfulness, breathing meditation, lovingkindness meditation, and compassion meditation
- To discover how to integrate mindfulness/meditation practices into social work curricular efforts for knowledge building and self-care purposes

About the Presenters



[Mo Yee Lee](#), PhD, is professor and PhD program director at The Ohio State University. Dr. Lee's expertise is primarily in intervention research using a solution-focused, strengths-based perspective and integrative body/mind/spirit approaches in treatment. Her research focuses on integrative home-based treatment for at-risk children and adolescents, meditation and treatment of trauma survivors of interpersonal violence, an integrative body-mind-spirit clinical practice framework, and a solution-focused approach for treatment of domestic violence offenders. Dr. Lee's

most recent book is *Integrative Body-Mind-Spirit Social Work: An Empirically Based Approach to Assessment and Treatment*, 2nd edition (Oxford University Press, 2018). She has been the editor-in-chief of the *Journal of Ethnic & Cultural Diversity in Social Work* since 2007, is president of The Group for Advancement of Doctoral Education, and is a member of the CSWE Commission on Diversity and Social & Economic Justice.



[Maria Napoli](#), PhD, is associate professor at Arizona State University and program coordinator for the Integrative Health Initiative. Dr. Napoli has developed curricula for undergraduate students and the graduate certificate. She also developed Critical Incident Stress Management for first responders that is available to students across the university. Dr. Napoli's most recent book is *Tools for Mindful Living: Practicing the Four Step MAC Guide* (Kendall Hunt, 2018). She also has co-produced (with Susan Busatti-Giangano) four

audios reflecting mindfulness practice and whole-person health.



[Tom Gregoire](#), PhD, is dean and associate professor at The Ohio State University. Tom is a long-term meditation practitioner, incorporates mindfulness into his leadership practice, and teaches mindfulness as a leadership skill. Tom's scholarship has focused on addiction and recovery, and he is actively involved in teaching mindfulness to individuals and groups in the community and in three correctional facilities, seeking to incorporate mindfulness meditation into addiction recovery.

Integrative and Creative Approaches to Teaching About Religion and Spirituality in Social Work Ed Canda

This workshop will provide guidelines, resources, and examples for teaching about spiritual and religious diversity in social work courses, with an emphasis on integrative approaches that use creativity, self-reflection, experiential engagement, and artistic expression. Guidelines will suggest ways to address spirituality in relation to foundation/generalist and advanced levels of BSW and MSW curricula, highlighting examples related to courses on theories of human behavior, spiritually sensitive practice, and study abroad in Korea. It will provide sample syllabi and instructions for creative exercises that engage self-reflection, self-care, experiential learning and community engagement, meditation and mindfulness, and artistic expression and experience involving music and artwork (such as mandala designs). Internet links to bibliographic, video, and other resources will be offered. The presentation will include audience participation in a brief creative activity and discussion involving mindful listening to live gentle sounds of bells and other percussion instruments.

Learning Objectives

- To understand and apply guidelines for addressing spirituality in diverse religious and nonreligious forms in foundation/generalist and advanced/specialized levels of BSW and MSW curricula, consistent with professional mission and ethics
- To identify and access bibliographic and Internet resources for addressing spiritual diversity, with a focus on integrative and creative educational approaches applicable in courses on theories of human behavior, spiritually sensitive practice, and study abroad
- To develop integrative educational exercises that engage self-reflection, self-care, experiential learning and community engagement, meditation and mindfulness, and artistic expression and experience involving music and artwork

About the Presenter



Edward R. Canda, MA, MSW, PhD, is professor and director of the [Spiritual Diversity and Social Work Initiative](#) at the University of Kansas. His work focuses on connections between cultural diversity, spirituality, and resilience in health and mental health. For nearly 40 years, Dr. Canda has been exploring insights from diverse spiritual and religious perspectives to promote innovations in social work. He has written approximately 200 publications and conducted approximately 230 presentations in the United States and other countries, especially in East Asia and Central Europe. His most widely cited book is [Spiritual Diversity in Social Work Practice](#), 2nd edition (with Leola Dyrud Furman; Oxford University Press, 2009); the third edition, co-authored with Leola Furman and Hwi-Ja Canda, will be released in October 2019. In 2013 he received the [Council on Social Work Education's Significant Lifetime Achievement Award](#) for innovations on spirituality through scholarship and education.

The Power to Heal: The Therapeutic Interpersonal Neurobiology of Animals in Trauma Recovery **Philip Tedeschi**

This workshop will present emerging research and examples of the important roles that animals can play in responding to trauma, specifically child developmental trauma. It will highlight contributions from the forthcoming book *Transforming Trauma: Finding Resiliency and Healing Through Animals* (edited by Philip Tedeschi and Molly Jenkins; Purdue University Press, July 2019). The presenter will review how animals are being incorporated into clinical responses to trauma and offer insights into why animals can be a highly effective strategy for intervention into developmental trauma and early child maltreatment. Highlights will include discussion of the important and beneficial effects on individual neurological development that integration of animals into therapy may have. This workshop will explore case examples and clinical methods with emphasis on child development and animals' natural capacity for engagement in therapeutic relational play. It also will offer input on the ethical considerations of including animals in trauma response.

Learning Objectives

- To recognize which species/types of animals are best suited for therapeutic intervention and understand why
- To identify trauma-informed clinical targets with an understanding of how animals can assist in achieving these treatment goals
- To articulate and learn to advocate for the five key principles for animal well-being used in the process of incorporating animals into a trauma intervention

About the Presenter



[Philip Tedeschi](#), MSSW, LCSW, is clinical professor and executive director of the Institute for Human-Animal Connection at the University of Denver and coordinates the University of Denver's [animal-assisted social work certificate program](#) for MSW students and the [animals and human health professional development certificate program](#). He is globally recognized for expertise in the clinical methods of animal-assisted Interventions. Tedeschi received his MSSW degree from the University of Wisconsin-Madison, specializing in the bio-affiliative connection between people and animals. His research,

scholarship, presentations, training, and community practice work have focused on human-animal interactions, conservation social work, human ecology, and causes of violence toward people and animals. A certified master therapeutic riding Instructor, Tedeschi also is a former course director and instructor with Outward Bound, wilderness medical technician, and forensic evaluator. He specializes in the therapeutic and health promoting potential of human-animal and nature interaction, trauma-informed methods, and intervention in interpersonal violence, including assessment and intervention with cruelty and animal abuse.

The Healing Power of Music and Singing: Social Work Education and Practice Applications **Salome Raheim**

Music and singing are powerful tools that social workers are using as part of an integrative body-mind-spirit approach to practice. From the late Edgar Tyson's Hip Hop/Rap Therapy with urban adolescents to Dan Cohen's Music and Memory project for individuals in long-term care facilities, social workers are demonstrating how incorporating music and singing into interventions promotes human wellbeing. This interactive and experiential workshop will present research that establishes the neurobiological, physiological, psychological, and social effects of music and singing and explore applications to social work education and micro and macro social work practice. The workshop will include highlights from Salome Raheim's recent book chapter, "The Power of Song to Promote Healing, Hope, and Justice: Lessons from the African American Experience," in *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*, 3rd edition (edited by Monica McGoldrick and Kenneth V. Hardy; Guilford Press, 2019).

Learning Objectives

- To explain how music and singing promote human wellbeing
- To identify micro and macro social work interventions that incorporate music and singing
- To describe ways to integrate music and singing into social work curricula

About the Presenter



[Salome Raheim](#), PhD, ACSW, is a professor at the University at Albany—State University of New York and dean emeritus at the University of Connecticut. She combines decades of experience in social work education with her training and practice of mindfulness meditation, family constellations facilitation, reiki, and yoga to inform curriculum development in integrative approaches to social work. A passionate advocate for attending to the whole person in practice, she has sung to audiences around the United States and the world to promote songs and singing as a way to engage the whole person in micro and macro contexts.

The Mind-Body-Nutrient Connection: Nutrition and Behavioral Health

Shawn Mynar

Proper nutrition is an important tool for social workers to consider as part of a holistic approach for clients with behavioral issues, mood disorders, and chronic health conditions. It is widely known that the food we eat is essential to our physical, emotional, and mental health. Nutritional changes are at the forefront of many leading health-care protocols, and the science continues to expand on the importance of addressing diet for optimal health and well-being. Attendees of this workshop will learn how their clients' food choices can either help or harm them and what to look for in the diet that may be keeping clients at risk. It will review evidence showing the role of processed sugars, manufactured foods, and chemical additives in the dysfunction of the body, including brain health and cognition, chronic inflammation, and obesity. Also considered will be the importance of properly fueling the body and providing appropriate macro- and micronutrients to help clients achieve health and balance, thus improving their lifestyles and behavior.

Learning Objectives

- To explain how sugar and processed foods affect brain health and cognitive function
- To identify potential food choices that may be negatively affecting clients' health
- To offer simple solutions to help clients make better nutrition decisions

About the Presenter



Shawn Mynar is a holistic nutritionist based in Boulder, CO. After years of chronic health issues, Mynar regained complete health by changing the food she puts on her plate, the lifestyle choices she makes, and the mindset she brings to daily life. She has made it her life's mission to help others understand and implement the power of food as medicine, specifically with a high-fat, low carbohydrate approach. She also teaches a group course, The Fat Burning Female Project, which takes women through the process of becoming keto-adapted with a safe,

effective approach. Mynar shares her knowledge and experiences on her podcast, The Keto for Women Show, through Instagram, and via her website.

Mindful Expressive Arts Interventions in Social Work

Michal Sela-Amit

This workshop will present the rationale, evidence base, and principles for using mindful expressive practices in social work interventions. Various expressive arts practices, including the use of music, dance/movement, poetry, and visual and ceramic arts, have been identified as holding therapeutic value in the treatment of trauma, grief, and psychological distress. The use of mindful expressive arts may also support healing through increased brain connectivity, the promotion of self-awareness, and the expression of new aspects of experiences. In this hands-on workshop, participants will engage in mindful expressive arts activities and learn the principles of introducing, implementing, and processing these experiences in social work settings. Participants will discuss ways to incorporate mindful-based expressive practices into social work education and the value of these practices for self-care. Resources and examples of mindful expressive arts activities that can be used in practice and education will be shared.

Learning Objectives

- To understand and be able to explain the rationale for using mindful-based expressive arts in social work practice and their connection to the enhancement of brain connectivity, healing, and wellness
- To be able to articulate the key principles of using mindful-based expressive practices in intervention and social work education
- To develop skills to design, apply, and process the use of mindful expressive practice interventions

[Michal Sela-Amit](#), PhD, MSW, is a clinical associate professor at the University of Southern California with more than 25 years of experience working with children, young adults, and families as a clinician, director, researcher, and social work educator. She specializes in integrating the expressive arts into practice with clients and communities. Dr. Sela-Amit's global immersion course, which focuses on the use of expressive art modalities, includes mindful expressive art practices to work with trauma survivors, marginalized groups, and immigrant communities. Among the methods she uses are community-based theatre, expressive visual and textile-based techniques, and working with museums. She teaches about the use of the arts to promote brain connectivity, healing, and wellness in the context of culturally sensitive and strength-based approaches. She advocates for the use of expressiveness and creativity in the integration of body-mind-spirit elements to support self-awareness and communication skills. Dr. Sela-Amit writes and presents on the arts in social work practice and education and advises organizations on the implementation of the arts in working with disadvantaged and incarcerated youths in California.

Land, Place, and Protocol: An Indigenous Approach to Land Acknowledgment and Place-Based Pedagogy in Social Work Education and Practice

Ramona Beltran

Land acknowledgment is increasingly embraced and used in institutions attempting to grapple with and reconcile the legacy of colonization and its impacts on indigenous peoples. Although these publicly expressed acknowledgments are a necessary step in correcting the indigenous erasure embedded in historical narratives, it is imperative to consider that standardized statements alone are not enough to interrupt the ongoing and persistent effects of colonial occupation. Additionally, it is necessary for individuals and institutions to combine critical understanding of the need for land acknowledgment and centering of indigenous peoples with corresponding behaviors, educational practices, and institutional policies that align with the protocol. This experiential and relational workshop will provide participants with a background on protocol, or original indigenous instructions, associated with land acknowledgment. Participants will then explore and practice place-based educational techniques (getting out of the classroom and interacting with land/place) as foundational to developing pedagogical skills for social work for social justice. Participants will explore the connections between protocol and corresponding practices in their lives as social workers and in their classrooms as social work educators and collaboratively develop a set of commitments to unsettling their respective institutions.

Learning Objectives

- To be able to describe the protocol and practice of land acknowledgment
- To develop place-based education techniques for classrooms and practice settings
- To identify ways to align individual and institutional practices with land acknowledgment values and protocol

About the Presenter



Ramona Beltrán, MSW, PhD is a Xicana of Yaqui and Mexica descent and a dancer/activist/scholar. As an Associate Professor at the University of Denver Graduate School of Social Work, her scholarship is committed to interrupting legacies of historical trauma that affect Indigenous and Latinx communities. She focuses on disrupting the problem-focused approach to understanding Indigenous/Latinx health that dominates mainstream research. She does this through centering culture, resistance, healing, storytelling, and arts-based research methods in knowledge production with and for Indigenous/Latinx communities.