Professional Development Programs for Social Work, Human Service, and Healthcare Professionals

Celebrating 10 Years

CLASSES FEATURED
Fulfill all your social work continuing education credit needs during the next six months!
Including...

ADOPTION • CULTURAL INCLUSIVITY WITH LGBT OLDER ADULTS
SPECIAL EDUCATION ADVOCACY • LEGAL ISSUES • DIVORCE & CHILDREN
SCHIZOPHRENIA • DSM-5 • TRANSFORMATIVE LEADERSHIP
PROGRAM EVALUATION • RURAL SOCIAL WORK PRACTICE
ETHICS • PAIN MANAGEMENT

Look for details inside
Welcome

Michigan State University School of Social Work believes learning is a lifelong endeavor and to that aim, the Michigan State University School of Social Work has served as a leader in delivering learning experiences on emerging, current, and historic topics, theories, and practices from the greatest experts in the field. This winter and spring 2014, we look forward to offering programming that advances your career, introduces you to new skills, strengthens your existing skills, and provides you with opportunities to network with social work and other professionals. We encourage you to grow in your area of professional practice and also to take a risk; attend a program that stretches you.

We are expanding our face-to-face programming to more than a dozen cities throughout Michigan this catalog season. Look for us in your area. Offering over 245 hours of continuing education programming in a variety of practice areas, you can earn all 45 hours required in a renewal cycle from MSU!

Register early and save!

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Contact information for CE staff

Phone: (517) 353-3060
Fax: (517) 353-2599
E-mail: swkce@msu.edu
Website: www.socialwork.msu.edu/ceu
Address: MSU–Social Work Continuing Education
Baker Hall
655 Auditorium Road, Room 212
East Lansing, MI 48824

Michele Brock, LMSW
D’Nisha Hamblin
Rosemary Jackson, LMSW
Jennifer Potts
Shani Saxon, LLMSW
Gina Van Horn
The NASW Code of Ethics calls on social workers to...

"strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics."

Ten years ago, Public Act 61 was signed into law, regulating the practice of social work in Michigan. Positioned in a world-class university, with exceptional faculty, field instructors, field liaisons, alumni/ae, state, national and international scholars and experts, the MSU School of Social Work has served as the leader in Social Work Continuing Education in Michigan. In the these ten years, over 21,000 individuals have attended one of more than 700 programs offered or co-sponsored by the MSU School of Social Work.

Your commitment to professional competence inspires us. This new Winter/Spring 2014 marks an opportunity for us to reflect on our past, present, and future. What will you have to say about MSU School of Social Work’s Continuing Education program? We look forward to seeing you!

The MSU School of Social Work is honored to host distinguished experts in Ethics and Couple and Family Therapy, thanks to our generous supporters.

Dr. Fred Reamer, PhD, is a professor in the graduate program of the School of Social Work Rhode Island College and has conducted extensive research on professional ethics. Dr. Reamer chaired the national task force that wrote the current Code of Ethics adopted by the National Association of Social Workers. See page 21.

Mary Jo Barrett, MSW, is the executive director and founder of the Center of Contextual Change, Ltd. She co-created a highly successful contextual model of therapy used to transform the lives of those impacted by abuse and/or traumatic events. See page 15.

What your colleagues are saying about MSU Continuing Education...

MSU continuing education has been great every time.
—Linda, MA, LPC

I have really enjoyed the workshops that I have attended through MSU’s Continuing Education programs. As a macro-social worker, the programs I have attended in the Leadership Series have been exceptional. The sessions have been packed full of practical information, which I have been able to bring back and apply to my work on boards, committees, and in my job.
—Amy Jo, LMSW, director of fund development

“At first, I really dreaded facing the required continuing education requirements for my social work license, but MSU’s workshops have been excellent and at a reasonable cost. I appreciate MSU taking a lead like this and making it worth my time and money.
—Deborah, agency director

Thank you for all the wonderful conferences that you offer. I have been to many of them and find there are always two or three that I want to attend in each catalog. The presenters are always excellent.
—Marilyn, MA, LMSW
The Adoption Certificate program is designed to help clinicians working with adoptive families meet the unique needs of this population. This program contains five adoption-focused courses that provide a foundation for adoption-centered practice for mental health therapists and adoption professionals. Emphasis is placed on understanding the varied experiences of adoptive families and their children, utilizing trauma-informed practice techniques, engaging, assessing, and treating adoptive families, identifying and using attachment connection and reparation with adoptive families, and understanding mental health diagnoses and treatment modalities most often used for adopted children. This program will focus on evidence-based practice and will equip participants with the specialized knowledge and skills needed to work effectively with adoptive families. Creating adoption competency in professionals providing services to adoptive families and their children is the goal of this program.

The courses that comprise the Adoption Certificate Program are relevant to practitioners who work in a variety of capacities with foster, adoptive, and kinship families. Information about the unique needs of these populations is the focus of the course content. Practitioners are encouraged to take any of the classes offered, even if completion of the overall Certificate is not the goal. Classes in the Certificate Program are all designed to assist professionals who are treating and supporting families who are raising children that were not born to them.

How do I earn the Adoption Certificate? To meet the requirements of the certificate, candidates must take both of the six-hour required core courses and one of the three-hour elective courses, for a total of 15 hours. Courses must be taken in their entirety to count toward the certificate. After fulfilling 15 hours, complete an Adoption Certificate application available at https://socialwork.msu.edu/ceu/forms.php and submit with $15 payment. We will mail you a Certificate of Completion for your portfolio.

How long do I have to earn the Adoption Certificate? Certificate candidates are expected to complete the required 15 hours of courses by the end of the calendar year. It is suggested that the required courses be taken in the order displayed in the chart.

The objectives for the certificate program are:
- Provide a philosophical basis for treating and supporting adoptive families.
- Address the common issues that adoptive families bring to treatment settings.
- Provide adoption-sensitive treatment strategies.
- Decrease the risk of adoptive families relinquishing their adopted children.

<table>
<thead>
<tr>
<th>Required core courses</th>
<th>Elective courses (choose 1)</th>
</tr>
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<tbody>
<tr>
<td>Understanding the Needs of Adopted Children &amp; Families 6 CECHs</td>
<td>Common Diagnoses for Children Adopted from the Child Welfare System 3 CECHs</td>
</tr>
<tr>
<td>Treating &amp; Supporting Adoptive Families: Change the Lens, Change the Life 6 CECHs</td>
<td>Working with Children Who Have Attachment Issues 3 CECHs</td>
</tr>
<tr>
<td></td>
<td>Intervening with Families Whose Adoptions Are in Jeopardy 3 CECHs</td>
</tr>
</tbody>
</table>
# Treating & Supporting Adoptive Families: Change the Lens, Change the Life #3606

**Description:** The challenges facing parents and children of adoptive families can often result in tremendous stress. This stress can be expressed through destructive acting out behavior, resulting in fractured family relationships. This can lead to more acting out for both child and adult, creating a negative vicious cycle. This cycle can lead to a sense of hopelessness. In this course, participants will learn how to assist families in accessing their innate health through understanding concepts related to trauma, attachment, and the power of thought. Concrete strategies will be taught to support solid family relationships based on neurobiology, mindfulness principles, self-regulation, and trauma informed attachment parenting.

**Objectives:** As a result of this course, you will be prepared to:
- Describe the relationship between trauma, brain function, attachment, empathy, and relational connection between parents and children in adoptive families.
- Discuss the neurobiology of the stress response for children and adults.
- Identify issues of grief and loss unique to the adoptive family.
- Name two concrete strategies you can use to support attachment, adult/child regulation, self-care, shame resilience, and healthy self-esteem.
- Discuss thought world and its impact on the adoptive family related to feelings and behaviors.

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>Time</td>
<td>Registration 8:30 AM • Program 9:00 AM – 4:30 PM</td>
</tr>
<tr>
<td>Location</td>
<td>Orchard’s Children’s Center, Centrum Office Center, 24901 Northwestern Hwy., Suite 500, Southfield, MI 48075</td>
</tr>
<tr>
<td>CECHs</td>
<td>6</td>
</tr>
<tr>
<td>Price</td>
<td>Register by February 27 to receive a discount. Pricing available on page 39 and online.</td>
</tr>
<tr>
<td>CE faculty</td>
<td>Annie Lange, BSN, LMSW, ACSW, is a private practitioner, trainer, and mother of six children, five of whom are adopted.</td>
</tr>
</tbody>
</table>

# Intervening with Families Whose Adoptions Are in Jeopardy #3617

**Description:** This workshop will examine the issues adoptive families face that influence their decision to disrupt/dissolve their adoption. Information about adoption disruptions and dissolutions will be shared, and participants will be given an opportunity to consider the factors that can lead to a failed adoption. Approaches to intervening to lessen the risk of an adoption failing will be provided, and the typical dynamics of an adoption disruption will be discussed. Ways to help children and families cope with the threat of failed adoptions will be explored.

**Objectives:** As a result of this course, you will be prepared to:
- List the issues that most often influence families to consider disrupting or dissolving their adoption.
- Describe and discuss the unique challenges to helping families work through issues that put their adoption in jeopardy.
- Address disruption/dissolution dynamics and ways to best support children and families to lessen trauma and ensure permanency for the child.

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Time</td>
<td>Registration 8:30 AM • Program 9:00 AM – 12:15 PM</td>
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<tr>
<td>Location</td>
<td>Troy Community Center, 3179 Livernois, Troy, MI 48083</td>
</tr>
<tr>
<td>CECHs</td>
<td>3</td>
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<tr>
<td>Price</td>
<td>Register by April 3 to receive a discount. Pricing available on page 39 and online.</td>
</tr>
<tr>
<td>CE faculty</td>
<td>Rosemary Jackson, LMSW, ACSW, is an adoption and child welfare specialist for Michigan State University School of Social Work.</td>
</tr>
</tbody>
</table>
Enhancing Cultural Awareness & Inclusivity: Working with Lesbian, Gay, Bisexual & Transgender (LGBT) Older Adults #3602

Description: Participants in this workshop will learn about the importance of terminology and language, historical events, health and human service disparities, and inclusion for the lesbian, gay, bisexual, and transgender (LGBT) older adult population. We will discuss myths and facts about this marginalized and often invisible population. We will also go over available trainings and resources, national, state, and local efforts for change, and tangible steps you can take as a practitioner to be more inclusive and welcoming.

Objectives: As a result of this course, you will be prepared to:
- Recognize and define three or four common terms related to the LGBT community.
- Identify at least three common concerns of LGBT older adults.
- Name common ways to be more inclusive of LGBT older adults.

Date: February 15, 2014  
Time: Registration 8:30 AM • Program 9:00 AM – 11:00 AM  
Location: MSU campus, Psychology Building, 316 Physics Road, East Lansing, MI 48824  
CECHs: 2  
Price: Register by February 10 to receive a discount. Pricing available on page 39 and online.  
CE faculty: Natalie Pearce, LMSW, is a specialist in training and LGBT programs for the Area Agency on Aging 1-B. Natalie has ten years of experience in mental health, housing/homelessness, aging, and LGBT-specific work.

Advance Directives: The What, the How & the Legal Requirements #3613

Description: With the advent of Advance Directives, patients now have a legal means by which to ensure that their wishes for healthcare are followed. However, to take full advantage of this, one must understand what an Advance Directive is and how to execute one. And for those who work in healthcare settings, it is important to understand under what conditions an Advance Directive is activated and what requirements healthcare providers have.

Objectives: As a result of this course, you will be prepared to:
- Know what type of Advance Directive is legal in the State of Michigan.
- Name three primary steps needed to complete an Advance Directive.
- Describe two legal requirements for hospital settings.

Date: March 15, 2014  
Time: Registration 8:30 AM • Program 9:00 AM – 11:00 AM  
Location: MSU campus, Psychology Building, 316 Physics Road, East Lansing, MI 48824  
CECHs: 2  
Price: Register by March 5 to receive a discount. Pricing available on page 39 and online.  
CE faculty: Nan Hunt, LMSW, CMAC, CMFSW, is a practice consultant for Elsevier CPM.

Did you know...

Social workers in Michigan are required to earn 5 hours of Ethics (see pages 21 and 22) and 1 hour of Pain Management (see page 23).
**Aging, Loss & Grief: Practical Interventions for Social Workers #3619**

**Description:** Loss and accompanying grief are part of the human experience throughout life. This reality may be especially true as we age. This course explores losses unique to older adults and considers how multiple losses during this stage of life can be detrimental to the health and well-being of older adults. Common manifestations of grief are explored and practical interventions with grieving adults are discussed.

**Objectives:** As a result of this course, you will be prepared to:
- Recognize various types of loss.
- Describe aging-related loss and grief.
- Identify common experiences of grief and loss.
- Name the tasks of grieving.
- Utilize practical responses to and interventions with older adults grieving any type of age-related loss.

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>Time:</td>
<td>Registration 8:30 AM • Program 9:00 AM – 11:00 AM</td>
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<tr>
<td>Location:</td>
<td>MSU campus, Psychology Building, 316 Physics Road, East Lansing, MI 48824</td>
</tr>
<tr>
<td>CECHs:</td>
<td>2</td>
</tr>
<tr>
<td>Price:</td>
<td>Register by April 4 to receive a discount. Pricing available on page 39 and online.</td>
</tr>
<tr>
<td>CE faculty:</td>
<td>Sally Pelon, LMSW, PhD candidate at Michigan State University School of Social Work, has 17 years of experience in hospice and palliative care and is an adjunct instructor for Michigan State University, Grand Valley State University, and Hope College.</td>
</tr>
</tbody>
</table>

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### Questions about social work licensure?

In Michigan, you can verify a license or look up your own license number and expiration by visiting this website:

http://w3.lara.state.mi.us/free/

To learn about licensing, download applications, view Board information and frequently asked questions (FAQs), visit:

http://www.michigan.gov/lara/0,4601,7-154-35299_63294_27529_27554---,00.html

Or call (517) 335-0918

For questions about licensure in other states and questions specifically about the social work licensure exam, visit:

www.ASWB.org
Child Welfare

Michigan State University School of Social Work, in conjunction with the other six Michigan graduate schools of Social Work and the support of the Michigan Department of Human Services, is pleased to announce FREE training opportunities for DHS Children’s Protective Services, foster care, and adoption workers and DHS-contracted private agencies’ foster care and adoption workers. The title of this collaborative project is Child Welfare In-Service Training.

Many of the workshop topics will have applicability beyond child welfare practice, thus a LIMITED number of FOR CHARGE spaces are available for interested professionals who work outside of DHS and contracted private agencies. Early registration is encouraged. Registrations are nontransferable.

MSU School of Social Work Child Welfare In-Service Training programs in this catalog appear on pages 8-14.

Registration for these programs is online only at: https://socialwork.msu.edu/ceu/catalog.php

Working with Children Exposed to Domestic Violence #600-14

Description: This course is designed to familiarize professionals working with families involved in child welfare with research on the short- and long-term outcomes for children exposed to violence in their homes. Focus will also be placed on practical applications of this research in working with children, adolescents, and young adults.

Objectives: As a result of this course, you will be prepared to:

• Define domestic violence.
• Identify personal biases commonly experienced by professionals working with families impacted by domestic violence.
• Describe outcomes research on children exposed to domestic violence.
• Discuss specific stigma associated with domestic violence.
• Provide specific examples of interventions and/or resources for families impacted by domestic violence.

Date: February 13, 2014
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM
Location: Country Inn & Suites by Carlson, Grand Rapids East, 3251 Deposit Drive NE, Grand Rapids, MI 49546
CECHs: 3
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Recommended for LMSW beginning and intermediate skill levels
Clinical Practice

Online registration only at https://socialwork.msu.edu/ceu/catalog.php

Early registration by Feb. 5: $55 general price; $45 MSU alumni and groups of four+ per person; $35 student/retiree; $15 MSU School of Social Work faculty, 2013–2014 Field Instructor, and field liaison.

CE Faculty: Parker L. Huston, PhD, LP, is a pediatric psychologist at Helen DeVos Children’s Hospital in Grand Rapids, MI.
Preventing Adoption Disruption: Strategies to Use Before, During & After Adoption #601-14

Description: This workshop is designed to help adoption, foster care, and protective service workers understand the unique issues that families who adopt children from the child welfare system experience that can threaten to disrupt the placement. Information about how to assess, prepare, and educate families and children for adoption as well as techniques to mitigate the trauma of moves will also be provided. Tips for supporting adoptive placements during supervision will be discussed, including helping families locate and utilize resources. Participants will be given information about helping families deal with the ongoing effects of trauma as well as issues of entitlement and the impact of the birth family on the stability of the adoption. Finally, tips and techniques to work through an adoption disruption will be provided, and the issues involved in helping a child go on to achieve permanency through another adoption will be discussed.

Objectives: As a result of this course, you will be prepared to:
• Prepare both foster families and recruited families for the challenges involved in adopting children from the child welfare system.
• Prepare children for adoption based on age and stage of development.
• Conduct visits and moves that enhance attachment and minimize trauma for children and families.
• Supervise and support adoptive placements so that the family and child are more likely to enjoy a permanent relationship after the adoption is finalized.
• Identify disruption dynamics and how best to support children and families to lessen trauma and ensure permanency for the child.

Date: February 21, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Hannah Community Center, 819 Abbot Road, East Lansing, MI 48823
CECHs: 6
Price: $145 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Facilitating Recovery: Child Welfare Professionals & Work with Substance Using Populations #602-14

Description: Professional knowledge, experience, and supportive relationships facilitate best outcomes for the people we serve. This session aims to strengthen child welfare professionals’ knowledge of substance use in family systems, the treatment and recovery process, and ways child welfare professionals and substance abuse treatment professionals can and do collaborate for the best possible family impact.

Objectives: As a result of this course, you will be prepared to:
• Identify the relationship of alcohol and drugs to child welfare and recognize when substance use may be a factor in families involved in child welfare.
• Describe the basic principles of addiction and how to support/facilitate treatment and recovery.
• Collaborate with substance abuse treatment partners and connect to national educational workforce resources.
• Support improved outcomes for families dealing with substance use and substance use disorders.

Date: February 27, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Hannah Community Center, 819 Abbot Road, East Lansing, MI 48823
CECHs: 6
Price: $145 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Online registration only at https://socialwork.msu.edu/ceu/catalog.php
The Effects of Sexual Abuse on Children & Adolescents: Assessment & Treatment Planning #603-14

Description: Children and adolescents struggle with a wide variety of symptoms when they have a history of sexual abuse. The type and severity of problems depend on a complex set of factors—what age, the type of abuse, who the abuser was, what happened post disclosure, etc. Using standardized assessment instruments within a compassion-based model, participants will learn how to understand the nature of the child’s symptoms, including the most troubling issues such as suicidality, self-mutilation, and victimization of others. Based on this assessment, professionals will learn to develop strength-based treatment goals.

Objectives: As a result of this course, you will be prepared to:
- Conduct a thorough assessment of the effects of sexual abuse.
- Describe the nature of symptoms and problematic behaviors.
- Develop strength-based developmentally appropriate treatment plans.

Date: March 14, 2014  
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
Location: Greater Lansing Association of REALTORS®, 4039 Legacy Parkway, Lansing, MI 48911  
CECHs: 3  
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Early registration by Mar. 6: $55 general price; $45 MSU alumni and groups of four+ per person; $35 student / retiree; $15 MSU School of Social Work faculty, 2013–2014 field instructor, and field liaison.

CE faculty: Tina Timm, PhD, is an associate professor in the School of Social Work at Michigan State University.Licensed as both a marriage and family therapist and a clinical social worker, she has spent her 20-year career focusing on clinical issues related to sexuality.

Exploring Cultural Competent Practice within the Child Welfare System #604-14

Description: This workshop will guide participants through both theoretical and practice issues designed to reinforce cultural awareness of children in substitute care. Information from interviews with foster parents, foster care workers, and foster children related to cultural identity will anchor the discussion. This workshop will utilize exercises, small and large group discussions, and visual displays.

Objectives: As a result of this course, you will be prepared to:
- Define cultural competent practice within the child welfare system.
- Describe racial/cultural identity development in foster children.
- Identify positive and negative manifestations of cultural identity.
- Examine the interaction of foster care and personal expressions of cultural identity.

Date: March 14, 2014  
Time: Registration 12:45 PM • Program 1:15 – 4:30 PM  
Location: Greater Lansing Association of REALTORS®, 4039 Legacy Parkway, Lansing, MI 48911  
CECHs: 3  
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Early registration by Mar. 6: $55 general price; $45 MSU alumni and groups of four+ per person; $35 student / retiree; $15 MSU School of Social Work faculty, 2013–2014 field instructor, and field liaison.

CE faculty: Vanessa Brooks Herd, EdD, LMSW, ACSW, is assistant professor in the Department of Social Work at Saginaw Valley State University and is a clinical assistant professor in the School of Social Work at Michigan State University.
Special Education Advocacy #605-14

**Description:** Until the 1970s, children with disabilities were excluded from school in large numbers. Michigan law (1971) and federal law (1973, 1975) assured access to school for these children and provided a range of specialized instruction, services, and supports identified through a multidisciplinary planning and evaluation process. Social work professionals are critical participants in the special education process. This presentation provides: a basic overview of special education rights and responsibilities; practical techniques to resolve the most common problems; and resources to access for more detailed information and help. Participants will have an opportunity to apply their knowledge through a hypothetical situation and will be able to ask questions about specific issues.

**Objectives:** As a result of this course, you will be prepared to:
- Describe basic special education rights and processes.
- Solve basic special education problems.
- Know where to go to answer questions about special education rights.

**Date:** March 20, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** Saginaw Valley State University, Curtiss Hall, 7400 Bay Road, University Center, MI 48710  
**CECHs:** 3  
**Price:** $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

**CE faculty:** Mark McWilliams, JD, is director of education advocacy for Michigan Protection and Advocacy Service. Regina Hilburn is a regional parent mentor of Michigan Alliance for Families and is a licensed foster parent.

Online registration only at [https://socialwork.msu.edu/ceu/catalog.php](https://socialwork.msu.edu/ceu/catalog.php)

Trauma-Informed Removal & Trauma-Focused Cognitive Behavioral Therapy: A Child Welfare Worker’s Role in Helping Children Experience Safety with Others & within Themselves #606-14

**Description:** This course will provide child welfare workers with an understanding of the impact of trauma and skills of intervening that minimize further trauma due to removal, placement, and accompanying losses. Participants will also gain an understanding of when to refer a child for trauma-informed treatment such as Trauma Focused Cognitive Behavioral Therapy and how they can support and strengthen skills of self-regulation and coping that children are learning and practicing in their treatment.

**Objectives:** As a result of this course, you will be prepared to:
- Describe the impact of trauma on children.
- Name three strategies to minimize the effects of removal, placement, and loss.
- Implement at least three strategies for supporting a child’s healing through the principles and components of TF-CBT.

**Date:** April 3, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM  
**Location:** EMU–Livonia, 38777 W. Six Mile Road, Suite 400, Livonia, MI 48152  
**CECHs:** 6  
**Price:** $145 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

**CE faculty:** Connie Black-Pond, MA, LMSW, LPC, is co-founder and clinical director of the Children’s Trauma Assessment Center (CTAC). Ms Black-Pond has been directly involved in the planning, development and implementation of trauma-informed and evidenced-based practices.
Growing Up in the Care of Strangers #607-14

Description: This is a multi-media course with a high emphasis on audience participation and interaction. Course content will include the insights from 11 former foster youth who are now adults. Embedded with the insights are lessons learned about private logic, family privilege, and ways to connect with current vulnerable youth who may be relationship resistant.

Objectives: As a result of this course, you will be prepared to:

- Apply approaches with respect to connecting with vulnerable youth dealing with loss and trauma in a practice setting.
- Describe the role of personal evolutionary brain development without the context of a maladaptive environment.
- Apply connections strategies to youth in transition.

Date: April 10, 2014  
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM  
Location: Sarvis Center, 1231 Kearsley, Flint, MI 48503  
CECHs: 3  
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Online registration only at https://socialwork.msu.edu/ceu/catalog.php

Early registration by Apr. 2:
- $55 general price; $45 MSU alumni and groups of four+ per person; $35 student/retiree; $15 MSU School of Social Work field instructor, and field liaison.

CE faculty: John R. Seita, EdD, is an associate professor at Michigan State University, with a joint appointment at the School of Social Work and Michigan Agricultural Experiment Station and MSU Extension.

When Child Welfare & Mental Health Services Intersect Working with Families with Serious Emotional Disturbances (SED) #608-14

Description: This course explores the similarities and differences between child welfare and mental health family preservation services. Participants will be exposed to assessment, intervention, and treatment strategies used to effectively intervene with families who have members, both parents and children, with diagnosable Serious Emotional Disturbances (SED). This program will introduce and illustrate practices such as person-centered planning and psychoeducation.

Objectives: As a result of this course, you will be prepared to:

- Identify and diagnose behaviors that are considered to be SED.
- List three practices commonly used with people experiencing serious emotional disturbance.
- Recognize when to refer for a possible SED designation for a child.
- Name two tools used to assess the needs of the SED child and needs of the parents and siblings.
- Describe ways to build a family support system to sustain progress.

Date: April 24, 2014  
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
Location: MSU Extension–Jackson County, 1715 Lansing Avenue, Jackson, MI 49202  
CECHs: 3  
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Online registration only at https://socialwork.msu.edu/ceu/catalog.php

Early registration by Apr. 16:
- $55 general price; $45 MSU alumni and groups of four+ per person; $35 student/retiree; $15 MSU School of Social Work field instructor, and field liaison.

CE faculty: Timothy M. Monroe, LMSW, ACSW, is the vice president for clinical services for Highfields, Inc.  
Jill B. Clark, LMSW, is the director of quality assurance and program development for Highfields, Inc.
Hope & Resilience: Moving Past Vicarious Trauma in Child Welfare Practice #609-14

Description: This course will use case examples, reflective processes and group discussion to explore and identify the experience of secondary traumatic stress for child welfare workers. Vicarious trauma will be contrasted with a vicarious resilience framework. Participants will explore the impact of building resilience within child welfare workers and the powerful influence of this on outcomes for children and families.

Objectives: As a result of this course, you will be prepared to:

- Define characteristics of Secondary Traumatic Stress (STS) and Vicarious Trauma (VT) and their impact on child welfare practice and outcomes.
- Explore risk and protective factors related to STS and VT as they relate to the promotion of vicarious resilience.
- Identify worker coping strategies that foster vicarious resilience.

Date: May 9, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Ramada Plaza/Ojibway Hotel,
240 West Portage Avenue, Sault Ste. Marie, MI 49783
CECHs: 3
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Online registration only at https://socialwork.msu.edu/ceu/catalog.php

Early registration by May 1:
$55 general price; $45 MSU alumni and groups of four+ per person; $35 student/retiree; $15 MSU School of Social Work faculty, 2013–2014 field instructor, and field liaison.

CE faculty: Cheryl Williams-Hecksel, LMSW, ACSW, is an instructor and the coordinator of Field Education with the Michigan State University School of Social Work’s Statewide Blended Clinical MSW program. She has 25 years of practice experience in mental health and child welfare.

Helping the Judge Make the Right Decision: Effective Courtroom Testimony #610-14

Description: Child welfare workers spend a great deal of time preparing for court and presenting courtroom testimony. Very frequently, the worker does not know what specific information the judge or referee needs to make a specific finding or ruling. This program will address this deficiency. Further, judges have many different perspectives on how they would like workers to testify, but some general guidelines can be presented based on feedback from a number of practicing judges. This program will present a summary of Michigan judges’ “do’s and don’ts.” Finally, this program will seek to enable workers to more effectively present their position to ensure that judges understand the worker’s recommendations and reasons in support of those recommendations.

Objectives: As a result of this course, you will be prepared to:

- Describe the legal issues that judges must address/resolve in a child welfare case.
- Identify what a judge expects from you in the courtroom.
- Name three ways to most effectively meet the judge’s expectations and ensure that your position is heard.

Date: June 5, 2014
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM
Location: WMU Kendall Center, 50 Jackson Street West, Battle Creek, MI 49017
CECHs: 3
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Online registration only at https://socialwork.msu.edu/ceu/catalog.php

Early registration by May 28:
$55 general price; $45 MSU alumni and groups of four+ per person; $35 student/retiree; $15 MSU School of Social Work faculty, 2013–2014 field instructor, and field liaison.

CE faculty: Delanie Pope, JD, is staff attorney for Chance at Childhood, Michigan State University.
Assessment Tools for Children Ages 0-3: Development, Attachment, Social-Emotional Skills & the Parent-Infant Relationship #611-14

Description: Through the use of videotaped interviews and sessions with families and their infants and toddlers, this course will examine the importance of the assessment process. We will review various concerns that are seen when working with the 0-3 population and how the assessment process can assist with evaluating these concerns. A number of assessment tools will be examined so that attendees will have a basic understanding of what they test for and how the results can be used in making referrals for further testing and services. This course is designed to enhance the ability of the child welfare worker to better understand the use and meaning of assessment tools used for young children.

Objectives: As a result of this course, you will be prepared to:
- Identify two reasons assessment is critical to providing effective services to infants, toddlers, and their families.
- Describe various assessment tools to use with infants and young children and when they should be used in the assessment process.
- Identify three circumstances under which an infant or toddler should be referred for further testing and where to find referral sources.

Date: June 12, 2014
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM
Location: Comfort Inn & Suites Hotel & Conference Center, 2424 S. Mission Street, Mt. Pleasant, MI 48858
CECHs: 3
Price: $65 all categories. Price includes materials and parking. FREE for DHS child welfare and private agencies holding a contract with DHS for foster care, adoption, and residential services.

Early registration by June 4:
- $55 general price; $45 MSU alumni and groups of four+ per person; $35 student/retiree; $15 MSU School of Social Work faculty, 2013–2014 field instructor, and field liaison.

CE faculty: Molly A. Minnick, LMSW, IMH-E® (Level III), is an endorsed infant mental health specialist, level III, at Gratiot County Community Mental Health. Molly has worked with infants, toddlers, and their families in a number of capacities for the past 25 years.

Divorce & the Impact It Has on Children #3610

Description: This course discusses divorce as being a potentially traumatizing experience for children and adolescents. The course includes information about how to determine whether or not youth are demonstrating grief or trauma reactions as a result of divorce and identifies the major themes of trauma most youth experience. Case examples as well as helpful, sensory-based intervention strategies for youth experiencing divorce are presented.

Objectives: As a result of this course, you will be prepared to:
- Identify three major differences between grief and trauma as they relate to divorce.
- Discuss why divorce can be a potentially traumatizing experience rather than an event.
- Identify at least three common themes of trauma children of divorce experience.
- Identify at least three sensory-based activities that would be helpful to use with children who are experiencing divorce.

Date: March 11, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: MSU Credit Union, 4825 East Mt. Hope Road, East Lansing, MI 48823
CECHs: 3
Price: Register by March 3 to receive a discount. Pricing available on page 39 and online.

CE faculty: Caelan K. Kuban, PsyD, LMSW, is executive director of The National Institute for Trauma and Loss in Children (TLC), a program of Starr Global Learning Network. Caelan provides training across the country to professionals working with traumatized children and families.
Harnessing the Natural Cycles of Change with Couples: The Collaborative Change Model for Treating Complex Trauma #3616

Description: This workshop will present a practical three-tiered strength-based contextual model that simplifies the complex nature of family violence and trauma. We will explore the repetitive cycles of violence and through the Collaborative Change Model will learn how to harness the natural cycles of change when working with couples and individuals. In Stage One, participants will learn how to create a context for treatment through assessing strengths and vulnerabilities, creating safety, and emphasizing the importance of acknowledgment. In Stage Two, the action mode, the focus will be on techniques and interventions to use for particular symptomatic patterns of behaviors, thoughts, and feelings. Particular focus will be given to working with couples when one of the partners has a trauma history. We will explore the integration of different theoretical approaches, such as IFS, EMDR, CBT, DBT, Family Systems, etc. Stage Three will bring us to the most effective ways to help clients consolidate their gains and prevent relapse. Throughout the training, actors will be utilized to show real world examples of each stage of the Collaborative Change Model in action.

Objectives: As a result of this course, you will be prepared to:

- Apply the Collaborative Change Model to complex trauma cases when working with individuals and couples.
- Demonstrate interventions utilized to create a non-traumatic therapeutic environment.
- Articulate Guidelines for Effective Trauma Treatment.
- Apply the concepts of Ethical Attunement to your practice.

Date: April 8, 2014
Time: Registration 8:30 AM
      Program 9:00 AM – 4:30 PM
Location: Kellogg Hotel & Conference Center,
          219 S. Harrison Road, East Lansing, MI 48823
CECHs: 6
Price: Register by March 27 to receive a discount.
       Pricing available on page 39 and online.

CE faculty: Mary Jo Barrett, MSW, is the executive director and founder of The Center for Contextual Change, Ltd. She holds a Masters in Social Work from the University of Illinois Jane Addams School of Social Work and is currently on the faculties of University of Chicago, School of Social Service Administration, The Chicago Center for Family Health, and the Family Institute of Northwestern University. Previously, Ms. Barrett was the director of Midwest Family Resource and has been working in the field of family violence since 1974.

Ms. Barrett has coauthored two books with Dr. Terry Trepper: Incest: A Multiple Systems Perspective and The Systemic Treatment of Incest: A Therapeutic Handbook. She co-created the Collaborative Stage Model (CSM), a highly successful contextual model of therapy used to transform the lives of those impacted by abuse and/or traumatic events. Her newest book, coauthored with Dr. Linda Stone Fish, will be released in the summer of 2014.

Her trainings and published works focus on the teaching of the Collaborative Stage Model, systemic and feminist treatment of women, adult survivors of sexual abuse and trauma, eating disorders, couple therapy, Post Traumatic Stress Disorder, and Compassion Fatigue.

Ms. Barrett provides consultations, workshops, courses, and other training opportunities nationally and internationally to parents, social service professionals, lawyers, mental health staffs, psychotherapists, residential treatment facilities, and governmental agencies. Ms. Barrett founded the Family Dialogue Project, which strives to redefine relationships with families impacted by allegations of abuse and trauma.
Bullying, Cyber Bullying & Suicide Implications #3623

**Description:** The modern bully is very different from the character we envision from the school yard and the back of the bus 30 years ago. Young people text, tweet, and use Facebook, and bullies have gone cyber with the rest of the world. Suicidality among the bullied also seems to keep reinventing itself in the modern era. This course will explore models of understanding bullying, cyber bullying, and suicide with clinical interventions for each area. Additional emphasis for school and group settings will be incorporated. Workshop participants will explore and interact with treatment models and interventions in a hands-on experiential setting.

**Objectives:** As a result of this course, you will be prepared to:
- Identify signs, symptoms, and effects of bullying and common traits of bullies.
- Demonstrate understanding of cyber bullying and malicious uses of social media.
- Demonstrate effective interventions for treating bullies and the bullied.
- Identify suicide risks and appropriate interventions.

**Date:** April 25, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** Hannah Community Center, 819 Abbot Road, East Lansing, MI 48823  
**CECHs:** 3  
**Price:** Register by April 16 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Michael Reiffer, LMSW, is the clinic manager of the Northwest Clinic of Pine Rest Christian Mental Health Services.

Trains, Dolls, Crayons, Oh My! Family Play Therapy Techniques Designed to Engage Families #3626

**Description:** Working with children and families can be challenging and requires a variety of play techniques. This workshop is designed for beginning to intermediate play therapists that would like to learn more about family play therapy models and how to integrate families into the treatment process. This workshop will cover specific non-directive and directive play therapy techniques that can be utilized during assessment, and working stages of treatment. Most of the techniques discussed will be focused on children and their families.

**Objectives:** As a result of this course, you will be prepared to:
- Describe two ways family play therapy can impact the treatment process.
- Explain different theories and models of family play therapy.
- Implement at least five play therapy techniques to be utilized during family play therapy sessions.

**Date:** May 16, 2014  
**Time:** Registration 12:00 PM • Program 12:30 PM – 3:45 PM  
**Location:** WMU–Grand Rapids, Beltline, 2333 East Beltline Avenue, SE, Grand Rapids, MI 49546  
**CECHs:** 3  
**Price:** Register by May 7 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Jennifer Farley, LMSW, RPT-S, is a clinical instructor in the School of Social Work at Michigan State University.
The DSM-5: A Major or Minor Revision? The Answer Is “Yes” #3607

Description: This three-hour session begins with a brief history of the DSM system that examines the contemporary issues facing the DSM system, especially those concerning the ICD-10 and recent changes in the National Institute of Mental Health’s approach to researching and treating mental disorders. The next section focuses on major changes to the DSM general approach to the diagnostic process, such as modification of the multiaxial system, as well as changes in the organization of the manual. Then, attention is given to several new diagnoses introduced in the DSM-5 and to major changes to diagnoses that continue to be a part of the system. The third part of the program examines less major but nevertheless important diagnostic changes section by section in the DSM-5. The presentation concludes with suggestions for further training as well as a question-and-answer period. DSM and DSM-5 are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this seminar.

Objectives: As a result of this course, you will be prepared to:
- Describe the changing national and international context of the DSM system.
- Describe the changes in the DSM-5’s diagnostic approach and organization.
- Identify new diagnoses introduced in the DSM.
- Identify major changes to diagnoses that remain in the manual.
- Be aware of relatively minor changes to diagnoses that remain in the manual.

Date: March 7, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: VisTaTech Center, Schoolcraft College, 18600 Haggerty Road, Livonia, MI 48152
CECHs: 3
Price: Register by February 27 to receive a discount. Pricing available on page 39 and online.
CE faculty: Chris Mruk, PhD, professor of psychology at Bowling Green State University Firelands College and author of Self-Esteem Research, Theory, and Practice: Toward a Positive Psychology of Self-Esteem (2006), which is in its third edition.

Blending Motivational Interviewing with Cognitive Behavioral Therapy to Enhance Your Clinical Skills #3611

Description: Change is difficult. Anyone who works with people who are interested in changing knows this. Not to mention working with people who are not interested in change. This workshop will expose the audience to evidence-based research that was conducted by a local agency via a large federal grant. There will be an exposition of the efficacy of Motivational Interviewing and a description of Cognitive Behavioral Therapy techniques that facilitate a collaboration between clinician and some of the most resistant clients. Via didactic, Socratic, video, role play, and other methods, this lively workshop encourages the participant to learn the model from the inside out, to apply the methods to their own lives as well as the lives of their clientele. Motivational Interviewing has become a sought-after skill set for clinicians, medical staffs, health workers, sales people, teachers, and others.

Objectives: As a result of this course, you will be prepared to:
- Discuss the data that reinforces the evidence-based efficacy of Motivational Interviewing and Cognitive Behavioral Therapy.
- Identify the five primary techniques of Motivational Interviewing.
- Identify specific therapy interventions that actually increase resistance.
- Utilize several methods to develop discrepancy with various client populations.

Date: March 12, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: MSU Credit Union, 4825 East Mt. Hope Road, East Lansing, MI 48823
CECHs: 6
Price: Register by March 3 to receive a discount. Pricing available on page 39 and online.
CE faculty: Mike Stratton, LMSW, ACSW, is a nationally certified federal trainer in MET/CBT. He has been in private practice in East Lansing since 1987. His novel, Everybody Dreams, is available on amazon.com.
Understanding Shame & Building Shame Resilience #3612

**Description:** Shame is a universal emotion that affects each and every person. Shame, fear, inadequacy, and a chronic sense of non-worthiness are common factors in the development of anxiety, depression, and other mental health concerns. Attempting to numb these feelings leads to an array of self-defeating behaviors such as perfectionism, spending, alcohol and drug abuse, and disordered eating. Develop a critical awareness of how the emotion of shame is culturally constructed and reinforced. Do you know the difference between acceptance, self-compassion, mindfulness, psychological flexibility, and (shame) resiliency? This course introduces the work of social work clinician/researcher Brené Brown, PhD, and explores how to free ourselves from shame and move toward more “wholehearted” living and social work practice. The course will focus both on our own self care and our work with clients.

**Objectives:** As a result of this course, you will be prepared to:

- Identify the major proponents of Shame Resilience Theory (SRT).
- Describe the importance of naming, normalizing, and exploring shame with clients.
- Define the components of “wholehearted living”: authenticity, courage, connection, compassion, and empathy.
- Identify the four attributes of empathy.
- Reflect on the implications of teaching “wholeheartedness” within the context of your social work practice.

**Date:** March 13, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM  
**Location:** Holiday Inn Express Hotel & Suites, 2209 University Park Drive, Okemos, MI 48864  
**CECHs:** 6  
**Price:** Register by March 3 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Lisa Laughman, LMSW, serves as a counselor for the MSU EAP, an emotional wellness consultant with the MSU Health4U program, and also teaches Wisdom Heart Life Classes as part of her private practice work.

Strategies of Successful Group Leadership: Some Essentials Not Learned in the Classroom #3618

**Description:** Small face-to-face groups are an important social work methodology. In spite of their popularity, groups can be difficult to establish, hard to maintain, and challenging to lead. This workshop will provide practitioners innovative and practical skills and techniques that enhance the group’s potential and increase positive client behaviors.

**Objectives:** As a result of this course, you will be prepared to:

- Explain why groups—often with excellent leadership—fail.
- Integrate a basic understanding of group dynamics with principles of leadership.
- Discern useful group formats available to the leader.
- Distinguish between one-to-one counseling skills and group leadership skills.

**Date:** April 11, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** Hannah Community Center, 819 Abbot Road, East Lansing, MI 48823  
**CECHs:** 3  
**Price:** Register by April 3 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Kenneth E. Reid, PhD, ACSW, is a crisis responder at the Crisis Care Network in Grand Rapids and a part-time counselor for the Episcopal Diocese of Western Michigan, based in Kalamazoo, MI. He is author of the book, *Social Work Practice with Groups: A Clinical Perspective*.
Adventures in Therapy: An Experiential Approach to Social Work Practice #3630

Description: "What I hear, I forget; what I see, I remember; what I experience, I know" – Chinese Proverb. Adventure therapy is anchored by the belief that experience is the teacher for life-long learning. This ancient wisdom is true for people of all ages and cultures. This class offers an overview to the theory and practice of Adventure Therapy. You will learn a variety of activities and their application to working therapeutically with individuals, groups, and families. Emphasis will be placed on effective facilitation skills and intervention techniques used to enhance the learning of clientele. This class will also explore some of the history, current status, and future directions of Adventure Therapy.

Objectives: As a result of this course, you will be prepared to:

- Describe some of the history as well as the theoretical philosophies integrated into Adventure Therapy.
- Demonstrate ways to implement effective Adventure Therapeutic components into practice.
- Adapt activities in order to better meet the needs of special populations.
- Further develop your own facilitation and leadership style and determine areas for future growth and development.
- Consider ethical implications related to Adventure Therapy.

Date: June 12–13, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days
Location: MSU campus, East Lansing, MI 48824 (for specific campus address and details, see website socialwork.msu.edu/ceu February 2014)
CECHs: 11
Price: Register by June 4 to receive a discount. Pricing available on page 39 and online.
CE faculty: Lance Satterthwaite, LMSW, ACSW, works at Humanergy, Inc., an organization based in Marshall, MI, that provides impact in the areas of leadership and team development.
Social Work Practice in Rural Areas #3632

**Description:** Rural people make up 21% of the population, but they live on 83% of the nation’s land. This course provides an overview of social work practice in rural areas yesterday, today, and tomorrow. The course activities include listening, reflecting, and discussing “hands-on,” applied case vignettes drawn from real rural social workers. Participants will share their own practice experiences and talk about “what works” in delivering effective rural social work services.

**Objectives:** As a result of this course, you will be prepared to:
- Describe what factors support rural residents as a diverse group with minority status.
- List at least three or more critical constructs for effective rural practice, such as developing relationships with rural residents, finding a cultural guide, learning the history of the region, and participating in community events.
- Define ways to maintain confidentiality in an area where people have strong informal connections.
- Provide rationales for engaging in multiple system interventions, e.g., individual, group, family, and community levels.
- Suggest the possible roles of technology in future rural social work practice.

**Date:** June 20–21, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** MSU campus, East Lansing, MI 48824 (for specific campus address and details, see website socialwork.msu.edu/ceu February 2014)  
**CECHs:** 11  
**Price:** Register by June 12 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Joanne Riebschleger, PhD, MSW, is an associate professor for the School of Social Work at Michigan State University and has over two decades of social work practice experience predominately in rural social work and with families of people with serious psychiatric disorders.

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Grief & Loss across the Life Span #3633

**Description:** Grief and loss affect all of us. Offering support to someone who is suffering from loss or bereavement is a tremendous challenge, both personally and professionally. This course provides guidance and advice for anyone whose work brings them into contact with the bereaved and is particularly suitable if you are working in a helping or caring profession. This course will provide an overview of grief responses, assessment, and treatment planning across varying life spans from childhood to older adulthood.

**Objectives:** As a result of this course, you will be prepared to:
- Identify the theoretical models commonly used to understand death and dying and the consequent grief and mourning phases from childhood through older adulthood.
- Describe how the role of social work practice, values, and ethics is applied to grief and bereavement therapy.
- Implement three social work intervention techniques used in grief and bereavement therapy.
- Examine one’s own feelings and attitudes about death and dying and the impact this has on your professional practice.
- Demonstrate practice skills applicable to working with grieving persons of diverse backgrounds.

**Date:** June 20–21, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** Mott Community College campus, RTC Building, Flint, MI 48503  
**CECHs:** 11  
**Price:** Register by June 12 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Julie Farman, LMSW, is a clinical instructor and coordinator of Michigan State University School of Social Work’s Flint, Oakland, and Saginaw graduate programs.
Managing Ethical Dilemmas in Social Work:
Difficult Cases in Contemporary Practice #3615

Description: This workshop will provide participants with an overview and in-depth examination of compelling ethical challenges in contemporary social work. Building on introductory concepts, this advanced workshop will explore difficult ethics cases and practical strategies designed to protect clients and practitioners. The workshop will include a series of difficult ethics cases involving conflicting professional duties and discuss practical steps that social workers can take to manage ethical issues skillfully. Key topics will include boundary issues, dual relationships, conflicts of interest, confidentiality, privileged communication, informed consent, social workers’ use of digital technology and social media, and termination of services. The workshop will include discussion of relevant ethical standards; statutes, regulations, and case law; supervision; and consultation. The workshop will focus especially on complex documentation issues. The workshop will make extensive use of case material and provide ample opportunity for audience participation.

Objectives: As a result of this course, you will be prepared to:
• Identify challenging ethical issues and dilemmas in contemporary social work.
• Implement ethical decision-making frameworks and protocols.
• Identify ethical issues that pose malpractice and liability risks.
• Design and implement strategies to protect clients and practitioners.

Date: March 28, 2014
Time: Registration 9:30 AM • Program 10:00 AM – 4:30 PM
Location: Eagle Eye Golf Club, 15500 Chandler Road, Bath Township, MI 48808
CECHs: 5 • Meets MCBAP related
Price: Register by March 15 to receive a discount. Pricing available on page 39 and online. Lunch is provided.

CE faculty: Frederic G. Reamer, PhD, AM, BA, is a professor in the graduate program of the School of Social Work, Rhode Island College, where he has been on the faculty since 1983. His research and teaching have addressed a wide range of human service issues, including mental health, health care, criminal justice, public welfare, and professional ethics. Dr. Reamer received his PhD from the University of Chicago (1978) and has served as a social worker in correctional and mental health settings. He has also taught at the University of Chicago, School of Social Service Administration (1978–1981), and the University of Missouri–Columbia, School of Social Work (1981–1983). Dr. Reamer has served as director of the National Juvenile Justice Assessment Center of the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (1979–1981); as senior policy advisor to the governor of Rhode Island (1987–1990); and as a commissioner of the Rhode Island Housing and Mortgage Finance Corporation, the state housing finance agency (1987–1995). Since 1992, Dr. Reamer has served on the State of Rhode Island Parole Board.

Dr. Reamer has conducted extensive research on professional ethics. He has been involved in several national research projects sponsored by The Hastings Center, the Carnegie Corporation, the Haas Foundation, and the Scattergood Program for the Applied Ethics of Behavioral Healthcare at the Center for Bioethics, University of Pennsylvania.

Dr. Reamer is also the author of chapters on professional ethics in the Encyclopedia of Social Work, the Encyclopedia of Bioethics, and the Encyclopedia of Applied Ethics. He has been an essayist on National Public Radio’s Morning Edition (“This I Believe” series), a commentator on National Public Radio’s All Things Considered, and a guest on various radio broadcasts.

Dr. Reamer has lectured extensively nationally and internationally (including South Korea, Japan, Taiwan, Sweden, Germany, Italy, and Canada) on the subjects of professional ethics and professional malpractice and liability. Dr. Reamer chaired the national task force that wrote the current Code of Ethics adopted by the National Association of Social Workers.
**Addressing Boundaries, Ethics & Personal Values in Rural Social Work Practice #3608**

**Description:** Identifying and managing appropriate boundaries is essential to ethical practice. This presentation will explore appropriate boundaries in helping relationships, boundary violations, and ethical dilemmas as they relate to the Code of Ethics and the influence of personal values. Through examining the literature and reflecting upon personal values and practice wisdom, participants will explore issues and dialogue about the complex forces that impact social work ethical practice. A model for decision making will be presented and utilized in case reviews.

**Objectives:** As a result of this course, you will be prepared to:
- Identify strategies to manage the ethical boundary issues and risks that inevitably arise in rural social work practice.
- Identify personal and professional values that impact practice decisions.
- Convey a basic understanding of the current social work literature and ensuing debate over the priority of personal or professional values in ethical decision making.
- Begin to apply a model for examining the role of one’s personal world view within ethical decision making.

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<tr>
<td>Time:</td>
<td>Registration 12:15 PM • Program 12:45 PM – 4:00 PM</td>
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<tr>
<td>Location:</td>
<td>Angela Hospice Home Care, 14100 Newburgh Road, Livonia, MI 48154</td>
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<tr>
<td>Price:</td>
<td>Register by May 28 to receive a discount. Pricing available on page 39 and online.</td>
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<tr>
<td>CE faculty:</td>
<td>Jo Ann McFall, LMSW, ACSW, RN, is associate director for Field Education and Community Programs at Michigan State University School of Social Work.</td>
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**Professional Boundaries as Self Care & Self Care as Professional Boundaries: An Ethical Imperative #3628**

**Description:** What does a healthy, therapeutic relationship look like in social work, and where is the potential for boundary violations? Beyond identifying the ethical issues involved, the presentation will encourage self reflection and assist in developing models for boundary decision making and creating personalized strategies to manage personal stress and seek support. Group discussion and case studies will be utilized to facilitate reflective learning. Special attention will be paid to social workers in healthcare and end-of-life settings who experience unique challenges to professional boundaries and the maintenance of self-care.

**Objectives:** As a result of this course, you will be prepared to:
- Define healthy, therapeutic relationships and the role boundaries play in maintaining relationships.
- Distinguish between boundary crossings and boundary violations and describe the consequences of each.
- Develop a model for making boundary decisions.
- Create reflective, intentional, self-awareness skills and personal assessment of risk.
- Establish effective, personalized strategies to manage stress, provide for self care, and seek support.

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<td>Time:</td>
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<tr>
<td>Location:</td>
<td>University Center at Gaylord, 80 Livingston Boulevard, Gaylord, MI 49735</td>
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<td>CECHs:</td>
<td>5</td>
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<td>Price:</td>
<td>Meet MCBAP related</td>
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<tr>
<td>CE faculty:</td>
<td>Julie Navarre, LMSW, is director of the Michigan State University School of Social Work Field Education program and is a clinical instructor.</td>
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HEALTHCARE

Are you interested in being an MSU School of Social Work Field Instructor?

Field Instructors are eligible for reduced rates on MSU Social Work Continuing Education programs, plus many other benefits. For more information, call Julie Navarre, LMSW, director of Field Education at Navarre@msu.edu or (517) 432-3722.

Medicaid Expansion in Michigan: Information for Social Workers on Medicaid Expansion & the Ever-Changing Affordable Care Act #3605

Description: Social workers are ideally positioned to advocate and to help disseminate information to those impacted by the changes to our nation’s healthcare system. This program is designed to provide professionals with practical knowledge about the ACA, Medicaid, and newly expanded Medicaid population. Special attention will be paid to the issue of engaging Michigan residents in their health using health information technology.

Objectives: As a result of this course, you will be prepared to:
- Describe who is eligible for Medicaid under expansion in Michigan.
- Identify what role consumers play in the state’s Healthy Michigan plan.
- Describe health information technology tools designed to engage consumers in their health.

Date: March 6, 2014
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM
Location: MSU Credit Union, 4825 East Mt. Hope Road, East Lansing, MI 48823
CECHs: 3
Price: Register by February 27 to receive a discount. Pricing available on page 39 and online.

Social Workers DO Have Something to Say about Pain Management! #3621

Description: This course will address ways in which social workers can help their clients understand and manage pain proactively. We will examine a variety of interrelationships between physical and emotional pain and will describe non-medical interventions for pain management. We will also consider the ethical implications associated with these interventions.

Objectives: As a result of this course, you will be prepared to:
- Describe the relationship between physical and emotional pain.
- Name two non-medical methods of mitigating pain.
- Identify the ethical implications of referring clients and/or actually working with clients directly to mitigate pain.

Date: April 17, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 11:00 AM
Location: Kellogg Hotel & Conference Center, 219 S. Harrison Road, East Lansing, MI 48823
CECHs: 2
Price: Register by April 9 to receive a discount. Pricing available on page 39 and online.
CE faculty: Nancy Harold, MSW, LICSW, is a clinical/psychiatric social worker at Regions Hospital ER Crisis Program in St. Paul, MN.
Effective Program Evaluation: It Starts at the Beginning #3601

**Description:** Delivering a needed, effective service is the hope of any human service organization. Programs are often developed with this goal in mind. Funders are interested in supporting programs that can demonstrate efficacy. This two hour course is designed to introduce program administrators to the critical elements involved in developing a strong foundation on which to build a valuable evaluation. You will leave prepared to implement at least two tools you can immediately apply to your work.

**Objectives:** As a result of this course, you will be prepared to:
- Develop a simple logic model to effectively communicate program goals.
- Interpret evaluation terminology.
- Identify where to find useful evaluation measurements tools.

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Leadership as Craft: A Guide for Social Workers #3609

**Description:** What are the key ingredients of a successful human service leader? The truth is, there are no easy or simple answers. There are, however, many questions and lessons available to develop, grow, and enhance emerging and established leadership skills for people working in both the private and public sector. Many of us find ourselves promoted into positions with greater and greater responsibility without time to reflect on the valuable skills that will help us and our teams achieve the best outcomes for the individuals, organizations, and communities we serve. The NASW Code of Ethics calls on us to take the time to practice in areas where we have or are developing competency. If you are interested in a practical, real world application based leadership program, register today.

**Objectives:** As a result of this course, you will be prepared to:
- Describe three qualities of effective leadership.
- Name at least one evidenced-based leadership practice.
- Apply principles of the apprentice to professional development when you return to your workplace.
Looking Beyond Your Silo: The Art & Science of Collaboration #3620

Description: In today’s world, collaborating with others is necessary for long-term change and often required by funders, yet the skills needed to be a good partner are often underestimated. High performing collaborative relationships achieve big results when the whole truly becomes greater than the sum of the parts. This workshop identifies the essential ingredients needed to build successful collaborative relationships that stand the test of time, and discusses how to create a culture of collaboration within your organization that will expand your impact in the community.

Objectives: As a result of this course, you will be prepared to:
- Identify the key factors that influence an organization’s ability to build strong collaborative relationships.
- Recognize the opportunities and challenges of utilizing a collaborative approach.
- Apply strategies for understanding and aligning the motivations of different collaborators to achieve organizational / programmatic success.

Date: April 12, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 11:00 AM
Location: James B. Henry Center for Executive Development, 3535 Forest Road, Lansing, MI 48910
CECHs: 2
Price: Register by April 4 to receive a discount. Pricing available on page 39 and online.
CE faculty: Susan Lebold, JD, LMSW, is a private consultant and part-time lecturer at Eastern Michigan University School of Social Work.

Transformative Leadership: Creating & Managing Change in an Organization, in a Community, across a Society #3629

Description: The concepts that tie together societal and organizational change and the role that a leader plays in both are the subjects of this course. This course is designed for anyone who finds himself or herself in a leadership role or aspiring to develop leadership skills related to change management. It will cover the conceptual base, step-by-step approach, and skill set needed to foster and manage change within an organization, a community, or a society. In this interactive setting, you will be able to apply what you learn to your own case examples.

Objectives: As a result of this course, you will be prepared to:
- Integrate social change and organizational change concepts and methods.
- Identify variables needed to make transformation/change happen on an organizational and /or societal level.
- Apply concepts and methods covered in the course to your own case examples.

Date: June 6, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: MSU campus, East Lansing, MI (for specific campus address and details, see website socialwork.msu.edu/ceu February 2014)
CECHs: 6
Price: Register by May 28 to receive a discount. Pricing available on page 39 and online.
CE faculty: Robert Sheehan, LMSW, MBA, is CEO of the Community Mental Health Authority of Clinton, Eaton, Ingham Counties. He has over 25 years experience in mental health centers, community-based nonprofits, statewide advocacy and research organizations, migrant farm worker organizations, and African-American labor organizations.
Social Work Practice in the Legal Arena #3627

Description: Social workers often find themselves adrift in Michigan’s court system—unsure and intimidated in a setting entirely foreign to them. Yet the law informs social work practice, and social workers are often drawn into a variety of court proceedings. Social workers also frequently work collaboratively with lawyers in a number of settings. And social worker clients often present with a variety of legal problems. This program examines the relationship between the legal and social work professions and focuses on how the law affects the day-to-day practice of social work. Topics include: overview of court organization; interdisciplinary social work and legal practice; application of the social work Code of Ethics in legal scenarios; effective advocacy in court; various topical and other substantive issues. This course will specifically focus on family law matters.

Objectives: As a result of this course, you will be prepared to:
- Define the social worker’s (and the lawyer’s) ethical obligations toward clients.
- Describe basic legal concepts and organizational structure of Michigan’s court system.
- Identify legal issues that arise in many common areas of social work practice.
- Discuss how lawyers and social workers can cooperate to better serve their common clients.

Date: May 29–30, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 3:30 PM both days
Location: MSU campus, East Lansing, MI (for specific campus address and details, see website socialwork.msu.edu/ceu February 2014)
CECHs: 10
Price: Register by May 20 to receive a discount. Pricing available on page 39 and online.
CE faculty: Joe Kozakiewicz, JD, LMSW, is director of Chance at Childhood, Michigan State University. Delanie Pope, JD, LMSW, is staff attorney for Chance at Childhood, Michigan State University.

SIXTH ANNUAL GREAT LAKES SUMMER INSTITUTE

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July 9–11, 2014

Earn as many as 18 social work continuing education credits.

Choose from two-day, one-day, and half-day intensive professional development courses designed to advance your practice

Class size will be limited. Registration will be available March 2014.

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Relax and learn in beautiful Traverse City, Michigan this summer.
Join us in celebration of reflection and song on Martin Luther King, Jr. Day!

Dr. Martin Luther King, Jr.: A Person Nurtured by His Community #3600

with special guest speaker Dr. Margaret S. E. Counts-Spriggs

SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30 AM</td>
<td>Welcome &amp; Lunch</td>
</tr>
<tr>
<td>11:45 AM</td>
<td>Earl Nelson Singers Perform</td>
</tr>
<tr>
<td>12:05 PM</td>
<td>The Evolution of Dr. King &amp; the Call to Social Action Lecture*</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Announce Diversity Poster Contest Winners</td>
</tr>
<tr>
<td>1:45 PM</td>
<td>Introduction of Student Panel</td>
</tr>
<tr>
<td>2:15 PM</td>
<td>Closing Remarks</td>
</tr>
</tbody>
</table>

*Eligible for 1 social work CECH.

Description: What family, cultural, social, community, political, and historical influences inform the people we become? Come prepared to learn about how the life of Martin Luther King, Jr. can be examined through a “Person in Environment” lens. Special focus will be paid to how social institutions shape us as we celebrate the legacy of Dr. King’s work.

Objectives: As a result of this course, you will be prepared to:
- Describe the impact of social constructs of education and community in the 1930s through the 1950s in the South.
- Discuss the role of social work education in continuing Dr. King’s vision for social and economic justice.
- Identify one step involved in social action you can take toward improving the lives of underrepresented populations.

Date: Monday, January 20, 2014
Time: Registration 11:00 AM • Program 11:30 AM – 2:30 PM • Register by Jan. 19
Location: Erickson Kiva – MSU Campus, Erickson Hall, 620 Farm Lane, East Lansing, MI 48824

Price: ANYONE seeking social work continuing education credit $5 to be paid via mail or online. For all others FREE. NOTE: Payment cannot be accepted onsite.

CECHs: 1

CE faculty: Margaret S. E. Counts-Spriggs, PhD, is the chair of the Baccalaureate Social Work Program at Clark Atlanta University in Atlanta, GA. Some of her past research addressed issues of health and aging in multigenerational African American families and social service utilization patterns of African American elderly. In addition, she has presented several workshops and seminars from the local to the national level that addressed the diversity of aging and co-authored articles that explore the impact of religious dimensions of grandparents within intergenerational families, the influence of spirituality on health beliefs within intergenerational families, and social welfare reform in GA.

ORGANIZED BY:
SCHOOL OF SOCIAL WORK DIVERSITY COMMITTEE
LANSING AREA BLACK SOCIAL WORKERS
COLLEGE OF SOCIAL SCIENCE
STUDENTS FOR MULTI-ETHNIC COMMUNITY ACTION
SCHOOL OF SOCIAL WORK CONTINUING EDUCATION PROGRAM
Early Intervention: Changing the Trajectory of Psychosis—Vulnerability, Resiliency & Recovery

**Description:** This course will examine the early indicators, prodromal symptoms, of psychosis and will illustrate the value of early intervention in treating schizophrenia spectrum disorders. An intervention model which includes rapid offering of multiple supports (strength-based/resiliency training, family education/support, educational/employment supports and medication management) will be presented. The impact of early intervention on the typical trajectory for persons diagnosed with schizophrenia spectrum disorders will be explored.

**Objectives:** As a result of this course, you will be prepared to:
- Describe stress-vulnerability model of psychosis.
- Identify prodromal symptoms of psychosis and strategies to reduce the duration of untreated psychosis (DUP).
- Identify advantages of intervening early at the first signs of psychosis.
- Identify strategies for successful engagement with prodromal, first-episode, and/or early phase treatment with consumers and their families.
- Identify and respond to the needs of families coping with psychosis and describe the essential role families play in recovery.

**Date:** March 21, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** WMU–Grand Rapids, Beltline  
2333 East Beltline Avenue, SE, Grand Rapids, MI 49546  
**CECHs:** 3  
**Price:** Register by March 13 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Catherine Adams, LMSW, ACSW, CAADC, received her MSW from Michigan State University. She has been working for over 30 years for the Clinton-Eaton-Ingham Community Mental Health Board as a senior clinician serving consumers with mental illness and their families. Ms. Adams is currently project director for two national research endeavors exploring the benefits of early intervention following a first episode of psychosis and using technologies to support illness management and relapse prevention for those diagnosed with schizophrenia spectrum disorders.
### Identifying & Treating Obsessive Compulsive Disorder

**#3631**

**Description:** While OCD affects millions of people each year, it continues to be one of the most frequently misdiagnosed, misunderstood, and inadequately treated mental health problems. Recent statistics from the NIMH suggest OCD affects approximately 1% of the population, and nearly 50% of these cases are considered to be “severe.” This class will focus on identifying and diagnosing OCD, learning the basic concepts of the evidence-based treatment of Exposure and Response Prevention, in addition to learning how to develop treatment plans for various types of OCD symptoms. This course will also address identification, diagnosis, and treatment of OC Spectrum Disorders, including trichotillomania and compulsive skin picking.

**Objectives:** As a result of this course, you will be prepared to:

- Use basic skills for developing a CBT/ERP treatment plan for OCD.
- Summarize the hybrid dimensional-categorical model illustrated in Section III of the DSM-5.
- Describe the role of personality assessment in the diagnosis of psychopathy more generally.

**Date:** June 13, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 3:30 PM  
**Location:** Kellogg Hotel & Conference Center, 219 S. Harrison Road, East Lansing, MI 48823  
**CECHs:** 5  
**Price:** Register by June 5 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Laura Lokers, LMSW, works in the University of Michigan Department of Psychiatry Anxiety Disorders Program and is a member of the Washtenaw Hoarding Task Force.
Supervision in Child & Family Services Certificate

The Supervision in Child and Family Services Certificate is designed to promote retention of child and family services workers by increasing the skill sets of current and aspiring task and program supervisors and agency leaders. Courses will provide information on how supervisors can create a positive culture for staff retention, as well as supervisory competencies, tools, and methods of supervision, and information on how to orient, support, and train new staff during their first six months on the job. By improving supervision and retention practices, outcomes for children and families are also improved.

In partnership with the Michigan Federation for Children and Families—a statewide association of private, nonprofit child and family service agencies—and the National Child Welfare Workforce Institute (NCWWI) Leadership Academy for Supervisors (LAS), Michigan State University is offering the Supervision in Child and Family Services Certificate Series. In order to be eligible for the certificate, three face-to-face required core courses plus one elective face-to-face course (listed under “elective courses” must be completed or three required core courses and three one-hour online elective courses (listed) must be completed. All courses can also be taken independently.

<table>
<thead>
<tr>
<th>Required core courses</th>
<th>Elective courses</th>
<th>Online one-hour elective courses Available for FREE through June 2014</th>
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</thead>
<tbody>
<tr>
<td>Certificate 1: The Role of Leaders in Staff Retention 6 CECHs</td>
<td>Certificate 4: Communication Skills 3 CECHs</td>
<td>Certificate 7: Recruitment Strategies</td>
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<tr>
<td>Certificate 2: The Practice of Retention-Focused Supervision 3 CECHs</td>
<td>Certificate 5: Working with Differences 3 CECHs</td>
<td>Certificate 8: Screening &amp; Selection Strategies</td>
</tr>
<tr>
<td>Certificate 3: The First Six Months 3 CECHs</td>
<td>Certificate 6: Recruiting and Selecting the Right Staff 3 CECHs</td>
<td>Certificate 9: Diversity Leadership Strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificate 10: Coaching Strategies for Supervisors</td>
</tr>
</tbody>
</table>

We are pleased to announce a partnership with the National Child Welfare Workforce Institute Leadership Academy for Supervisors. Through June 2014, we invite you to take one or more of four FREE one-hour online trainings in Supervision in Child & Family Services. Topics include:

- Recruitment Strategies
- Screening & Selection Strategies
- Diversity Leadership Strategies
- Coaching Strategies for Supervisors

Find more details and registration online at: https://socialwork.msu.edu/ceu/
Supervision Certificate #1:
The Role of Leaders in Staff Retention #3603

Description: As a leader in a child and family service agency, it is crucial to recruit, select, and retain the right staff to do the job. Attaining positive outcomes for children and families is a main priority for service leaders. It is very difficult to succeed in this area without a qualified and committed workforce. This workshop has been developed for child and family service leaders and anyone who aspires to have a leadership role in a child and family service agency. Topics such as leadership models for staff retention; leaders and relationships; developing a leadership team; staff development; mission and direction; salaries, benefits and non-monetary rewards; accountability and outcomes; as well as developing a culture for staff retention will be covered. “This is a core course for the Supervision in Child and Family Services Certificate.”

Objectives: As a result of this course, you will be prepared to:
• List three challenges facing leaders in retaining staff.
• Describe a strategy for selecting the right staff.
• Explain how as a leader you can develop a culture for staff retention.

Date: February 28, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: MSU Detroit Center, 3408 Woodward Avenue, Detroit, MI 48201-2726
CECHs: 6
Price: Register by February 23 to receive a discount. Pricing available on page 39 and online.
CE faculty: Carmine DeVivo, LMSW, is chief operating officer at Orchards Children’s Services.

Supervision Certificate #5:
Working with Differences #3625

Description: Effectively working with staff with diverse backgrounds and perspectives is the focus of this workshop. Issues of diversity need to be understood by retention-focused supervisors to work effectively with the staff they supervise. Most supervisors have a natural way of working with their staff. Working with differences in staff requires self-awareness, flexibility, and broadening one’s repertoire of responses to ever-changing situations and people coming from a wide variety of cultural contexts. Working with Differences will focus on how each supervisor can respect and build on unique individual strengths so that your staff would say that you: model respect for differences and diversity; understand your staff’s behavioral style and maintain flexibility in working with staff whose styles differ from your own; treat staff respectfully and preserve their dignity; and understand how your behavioral style impacts your interaction with staff. “This is an elective course for the Supervision in Child and Family Services Certificate.”

Objectives: As a result of this course, you will be prepared to:
• Recognize how to work with diversity to be an effective supervisor.
• Increase skill in working with staff diversity.
• Increase the ability to work effectively with staff who have a variety of learning and behavioral styles.

Date: May 9, 2014
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM
Location: MSU Detroit Center, 3408 Woodward Avenue, Detroit, MI 48201-2726
CECHs: 3
Price: Register by May 1 to receive a discount. Pricing available on page 39 and online.
CE faculty: Rosemary Jackson, LMSW, ACSW, is an adoption and child welfare specialist for Michigan State University School of Social Work.
This 10-hour Social Work Licensure Examination Preparation Course is designed for recent graduates of social work and experienced practitioners taking master’s-level Social Work Licensure Examinations in Michigan. The course includes:

- Information-packed sessions focused on passing the licensing exam.
- Thorough reviews of social work practice and theory.
- Comprehensive study material, including content outline, lecture notes, and practice exams.
- Extensive lecture outlines to reinforce learning.
- Practice examinations to sharpen test-taking skills by increasing speed and accuracy.
- Face-to-face instruction from four different faculty, each highly qualified with extensive experience.

For pricing, further details, and online registration, visit: https://socialwork.msu.edu/ceu/catalog.php under “Specialty Programs”

Partnerships allow MSU to offer the MSU DISCOUNT RATE to these groups!
- Eastern Michigan University School of Social Work Alumni
- Western Michigan University School of Social Work Alumni
- Student members of the National Association of Social Workers

“Extremely knowledgeable professors, clear and concise examples, reassuring and supportive staff, helpful hints, and competent in presenting.”

“I knew within the first hour that I made the right decision! The presenters build up your confidence and take the ‘fear of the unknown’ out of the equation.”

“Very helpful review, good resource books, well presented, good location, very well organized.”

“I have confidence to pass the exam with help from this program. This program brought light to what I know and what I need to focus my studies on.”
Michigan State University School of Social Work seeks to be as accessible as possible. You can now receive social work continuing education credit at your leisure—when it is convenient for you! Save travel time and cost. It is as simple as visiting our website, clicking the program you wish to view, pressing Play, and sending in the downloadable post-test and evaluation with payment. We will mail you a certificate within four weeks of receipt of your material.

View descriptions and objectives online at:
www.socialwork.msu.edu/ceu/online_continuing_education.php

One-Hour Online Clinical & Macro Programs

Adolescent Self Harm & Suicide Ideation
Depression in the Elderly
Grief & Loss
Reflective Supervision
Sex Therapy 101
Substance Abuse: Motivational Strategies & the Stages of Change
Understanding the Psychopharmacology of ADHD for Mental Health Professionals

ONLINE COURSES • FREQUENTLY ASKED QUESTIONS

Will my state licensing board approve online courses as an approved format for obtaining continuing education credits? All courses offered by MSU School of Social Work Continuing Education are approved by ASWB ACE. Please check with your Social Work State Board for rules and regulations regarding online continuing education, as they vary by state. If you are looking for information specific to Michigan, please visit:

How many times can I access or view the material for the course? You have unlimited access to the course material and may view it as many times as you wish. We are unable to offer additional CECHs for extra time you spend with the course material. Once you submit a passing post-test, you will receive the advertised CECHs for the course.

What score do I need to pass? A score of 75% or higher is required to pass each course.

How many times can I take the post-test? You may retake the test three times within 45 days of submitting the first test to our office. We will notify you via e-mail at the e-mail address you supply on your post-test if you need to resubmit the test.

What are the post-tests like? The post-tests are multiple choice, fill in the blank, and true/false questions. There are ten questions for the first CECH and five questions for each additional CECH. For example, a 1-CECH course would have ten questions.

How do I obtain my certificate? Within four weeks of our receiving your completed and valid evaluation, payment, and post test with a 75% score or higher, a certificate will be mailed to you.

If you have questions or encounter technical difficulties, please contact us during regular business hours (517) 353-3060.
School Social Work Competency Series

Michigan State University School of Social Work offers a rigorous professional development competency series for master’s-level social work practitioners interested in advancing their knowledge in social work intervention in educational settings, assessment, and integration of psychological and educational testing and intervention with children with special needs in educational settings.

The School Social Work Competency Series in the School of Social Work at Michigan State University is an ONLINE PROGRAM designed to meet specific educational requirements set forth by the State of Michigan Department of Education. To learn about school social work eligibility requirements to become a school social worker in Michigan, please visit www.socialwork.msu.edu/ceu. If you live outside of Michigan, we encourage you to contact the Department of Education in the state you wish to practice to learn about the competencies and requirements set forth by that state.

Unless otherwise stated, School Social Work Competency Courses are worth 36 ONLINE Social Work Continuing Education Hours and are $500; this price does not include course texts also required for the course. To see full descriptions and objectives, visit: https://www.socialwork.msu.edu/ceu/competency_series.php

School Social Work Assessment: Integrating Psychological & Educational Testing*

36 CECHs
SW 874(4) • January 6–April 25, 2014 [Enrollment began November 1, 2013]
SW 874(5) • May 5–June 26, 2014 [Enrollment begins March 22, 2014]

Description: This course delves into the integral place of assessment within the roles and functions of school social work services. The course examines theoretical and practical knowledge about how psychological and educational testing and measurement procedures are included in problem-solving processes within schools, and how they are embedded within the broader context of psycho-social assessment that leads to evidence-based interventions.

Learning objectives: As a result of this course you will be prepared to:
- Describe current and historical trends in theories and applications of school social work assessment practices.
- Identify desirable psychometric qualities of tests and measures, and evaluate the relative strengths and limitations of selected measurement instruments.
- Recognize the appropriate uses, and potential abuses, of various psychological and educational measurement methods and instruments in schools to avoid detrimental impact upon vulnerable and potentially oppressed populations.

CE faculty: Mark A. Nester, LMSW, has been a school social worker since 1986 in a number of school districts in mid-Michigan, currently with the Waverly Community Schools.

*This course is also eligible for University credit (a different process than Social Work Continuing Education credit). To register for this course for University credit or to learn more, contact Joan Reid (517) 355-7519 or reidj@msu.edu.
Social Work in Educational Settings*

SW 873(6) • 36 CECHs
May 5–June 26, 2014
[Enrollment begins March 22, 2014]

Description: This course considers social work practice in the “host” setting of schools. It examines the challenges and opportunities of social work practice in educational settings by addressing the roles and functions of social workers within a complex ecological system of home/school/community. Topics are addressed from a multi-system, multi-modal approach to practice. Implications for social work practice involving prevention and intervention with a variety of client systems are examined.

Learning Objectives: As a result of this course you will be prepared to:

- Describe the evolution of social work service in educational settings and identify contextual variables influencing school social work roles and functions (e.g., political, legal, ethical, and value-based issues that confront schools and school social workers in this host setting).
- Analyze school systems using an ecological, multi-systems theoretical perspective, including formal and informal dynamics, structures, procedures, and policies.
- Identify the impact social problems have on student performance in educational settings as well as illustrate how various social work methods are applied to alleviate these problems (macro and micro methods).

CE faculty: Kim Battjes, LMSW, has been a social worker for over 20 years mainly working with children and families. She has been a school social worker for 13 years. She currently serves as the MSU school social work consultant and interuniversity representative for the MSU School of Social Work non-credit School Social Work Competency Series.

School Social Work Intervention: Children with Special Needs*

SW 875(4) • 36 CECHs
June 30–August 14, 2014
[Enrollment begins March 22, 2014]

Description: This course focuses on identifying children with special needs and providing evidence-based school social work interventions within the complex interactions and relationships of home, school, and community contexts. Children’s learning, social, medical, emotional, and behavioral difficulties are examined.

Learning objectives: As a result of this course you will be prepared to:

- Identify the history and current trends in the professional literature relevant to the treatment of children’s special needs with implications for school social work intervention.
- Describe various definitions of “special needs” in children relative to child development, contextual influences, educational laws, policies, and programs, as well as according to clinical classification systems.
- Recognize various factors that place children “at risk” for dysfunction in schools as well as those protective factors connected with “resilience,” and discuss implications for intervention planning to address vulnerable and potentially oppressed populations.

CE faculty: Stephene Diepstra, PhD, LMSW, received her master’s degree in social work from the University of Michigan and her PhD in social work from Michigan State University. Stephene is a practicing school social worker.

*This course is also eligible for University credit (a different process than Social Work Continuing Education credit). To register for this course for University credit or to learn more, contact Joan Reid (517) 355-7519 or reidj@msu.edu.
School Social Work Continuing Professional Development Seminar (Refresher Course)

SW 891(3) • 10 CECHs
This is a self-paced online course; you may take this course at any time.

Description: This course keeps participants abreast of current knowledge in the field of school social work. The course provides a review and update of specific topics having to do with school policy and law issues, home-school-community assessment and intervention strategies, and differential diagnosis and treatment of selected child and family based special needs.

Learning objectives: As a result of this course you will be prepared to:

- Identify the recent evolution of educational policy and legal developments pertaining to social work practice in school settings.
- Explain how assessment and intervention in schools may be linked to form comprehensive problem-solving processes using a tiered approach spanning school-wide, group and individual methodologies.
- Evaluate recent research findings for specific school social work interventions addressing social, emotional and behavioral difficulties exhibited by various youth in schools.

CE faculty: Kim Battjes, LMSW, has been a social worker for over 20 years mainly working with children and families. She has been a school social worker for 13 years. She currently serves as the MSU school social work consultant and interuniversity representative for the MSU School of Social Work non-credit School Social Work Competency Series.

Registration information for School Social Work Competency Series ONLY

Since these courses may also be offered for University credit (at the current rate of tuition), the registration process differs from in-person and other ONLINE continuing education programs. Follow these steps:

To register by phone for this course only, contact the MSU Libraries, Computing, and Technology Training Program: Toll free: 1-800-500-1554 (North America and Hawaii); local: (517) 355-2345.

To register online:
2. Click Create account in the upper righthand corner.
3. Using Option 1, enter your e-mail address.
4. Enter your information on the next two screens.
5. You will see a box saying that a MSU Community ID has been created for you and an e-mail has been sent to the e-mail address that you entered in Option 1. You may use the information to register for future classes. You may now logged in and may register by clicking Home in the lefthand corner.
6. Click on Children, Youth & Families under the header Catalog name.
7. Once you are looking at your shopping cart, click Check out on the bottom left.
8. Select the desired course from list and click Add to shopping cart on the bottom left hand corner.
9. The next screen will confirm your order and take you to a check out screen where you will be asked to enter your credit card information for payment.

The instructor will contact you via e-mail with directions for the course on or before the course start date.

For additional info on how to register, contact: MSU Virtual University (517) 355-2345.

More of what you need to know...

- To take this course, you must meet technology requirements at http://www.vu.msu.edu/site/equip_req.php.
- To obtain social work continuing education credit, participants must do the following:
  1. Complete and pass all tests administered throughout the course, following the instructions provided.
  2. Submit an Attendance Record form and evaluation provided at the end of the course.
- Students who take the course for continuing education or for school social work approval and pass will receive a letter verifying their successful completion of each course. To receive credit on a University transcript, students MUST take this for University credit at a different rate; contact Joan Reid at reidj@msu.edu or (517) 355-7519.
- The title “School Social Worker” is a regulated title in at least 32 states, with varying requirements. Some states have accepted completion of one or more of the courses offered in the Competency Series in School Social Work at Michigan State University to meet some of these requirements. Many states regulate this title through their state Department of Education.
- In the State of Michigan, the Social Work Licensure law allows for a maximum of 10 hours of online continuing education per renewal period.
- Fees for this course do not include textbooks or additional materials you may have to purchase.
- Information regarding the application for temporary approval for school social work can be found at http://www.michigan.gov/documents/TASocialWorker_65837_7.pdf or by calling the Michigan Department of Education at (517) 373-0923.
Policies & Procedures

How do I contact you?
Phone (517) 353-3060
E-mail swkce@msu.edu
Fax (517) 353-2599
Mail MSU-Social Work Continuing Education
Baker Hall
655 Auditorium Road, Room 212
East Lansing, MI 48824

Who should attend your continuing education courses? Each course listing includes a skill level box, indicating if a course is intended for a beginning, intermediate, or advanced level. For more information, please contact us.

Will I earn Social Work Continuing Education Credit if I attend a program described in this catalog? MSU School of Social Work is an (ASWB) Approved Continuing Education (ACE) – Provider #1136 through June 13, 2016, and is submitting for renewal. To contact ASWB ACE, write to 400 South Ridge Parkway, Suite B, Culpeper, VA 22701, or visit www.aswb.org (approval period: June 2013–June 2016). ASWB ACE approval is awarded at the sole discretion of the continuing education committee (and in compliance with the rules promulgated by the State of Michigan Board of Social Work and regulations of Association of Social Work Boards). If you object to the program provider’s decision regarding the award of CECHs, you are entitled to file a grievance form provided by program staff upon request within two weeks of the program end date.

What are course completion requirements?
- Face-to-face or live video/audio conferences: To receive continuing education contact hours (CECHs) for programs listed in this catalog, you must arrive by the advertised starting time, and you must stay until the end of the program. In the event that you encounter an unforeseen emergency that causes you to arrive late or leave early, partial credit may be awarded at the sole discretion of the continuing education committee (and in compliance with the rules promulgated by the State of Michigan Board of Social Work and regulations of Association of Social Work Boards). If you object to the program provider’s decision regarding the award of CECHs, you are entitled to file a grievance form provided by program staff upon request within two weeks of the program end date.
- Online Continuing Education Credit: To receive credit for an online continuing education course, you must watch the video in its entirety and mail in the evaluation, post-test, and registration form with applicable fee. A passing score on the post-test is 75%. In the event you do not receive a passing score, you will be e-mailed at the address provided on your post-test and have 45 days from the time you submitted your original test to retake and receive a passing score. Once all materials are received, and a passing score is obtained, you will receive your certificate for the advertised CECHs for the course. You have unlimited access to the course material and may view it as many times as you wish. We are unable to offer additional CECHs for extra time you spend with the course material.

School Social Work Competency Courses: These courses are fully online and will be outlined by the instructor the first day of the course. The workload for these courses is equivalent to a 3-credit graduate-level course. The course may include quizzes, writing assignments, discussion boards, readings, and exams. You will be mailed a letter of completion at the end of the course and advised how to request CECHs at that time. These courses are ONLINE CECHs; please check with your state’s social work regulatory body to see how these may count toward required CECHs.

Do you offer continuing education units for other professions? On occasion, you will see other continuing education credits offered such as the Association for Play Therapy; Michigan State University is APT Provider #08-229. ASWB ACE credits may be accepted by other state boards or groups. Check with your specific licensing board to see if our approval will be accepted.

How and when do I pay? All of our in-person programs require pre-registration and payment prior to the course. You may pay by credit card at the time of your registration with our online registration system. You may fax or mail credit card information with your registration, or send a check or money order with your registration by mail. We are unable to accept cash. Payment must be received with registration in order to reserve a space. Some programs are offered free of charge; if this is indicated, registrations will be accepted on a first come first serve basis. We are unable to maintain a wait list at this time. E-mail or call to request a receipt.

If I need to cancel, can I get a refund? If you cancel by faxing or mailing in a refund request form (available at www.socialwork.msu.edu/ceu under “Forms and Registrations” or contact swkce@msu.edu to obtain) at least one week prior to the course start date, you will receive a refund less a 20% administrative fee. Cancellations and requests for refunds received after this time are not eligible for a refund. In the event the MSU School of Social Work cancels an event, you will receive a FULL refund.

Do you send a confirmation for my registration? If you provide an e-mail address, you will receive a confirmation e-mail one week prior to the event for which you have registered, delivered to the e-mail address provided. We cannot guarantee you are registered for a program unless you receive an e-mail confirmation from swkce@msu.edu or contact us to verify confirmation. Please e-mail swkce@msu.edu or call (517) 353-3060.

How do I request an accommodation? Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Accommodations for persons with disabilities may be requested by writing the request on the registration form on page 38, or including the request when registering online, or by contacting us at swkce@msu.edu (include “Accommodations request” in the subject line, or by calling (517) 353-3060) two weeks prior to the program start date. Requests received after this date will be honored whenever possible.

When will certificates be issued? Certificates of attendance will be awarded to individuals upon request provided the individual’s account is paid in full and all required continuing education documentation is completed. In most cases for face-to-face programs this will be at the completion of training or within 4 weeks of the training.

Can I request a duplicate certificate? Yes. On our website, under “Forms and Registrations” you will find a Duplicate Certificate Request. There is a $10 charge for replacement of each duplicate certificate, and they will be marked as such.

Credentials listed for CE Faculty were verified as accurate at the time of printing Dec.15, 2013.

What is MCBAP? Michigan Certification Board for Addiction Professionals.

MSU reserves the right to photogaph, video, and audio tape all sessions listed in this catalog. Contact us with details or questions. Information about all program policies and procedures, as well as changes made after printing, to any of the programs in the catalog can be found on our website socialwork.msu.edu/ceu.
Please do not e-mail your registration information as this registration method is not secure.

3 WAYS TO REGISTER FOR IN-PERSON PROGRAMS

Online Visit [https://socialwork.msu.edu/ceu](https://socialwork.msu.edu/ceu) and follow instructions for online registration.

Fax Complete this two-page form, including your credit card payment information, and fax to (517) 353-2599.

Mail Return this two-page form with payment to:
MSU–Social Work Continuing Education
Baker Hall
655 Auditorium Road, Room 212
East Lansing, MI 48824

REGISTRATION FORM CHECKLIST:
- Check classes you want to take.
- If eligible, select discount criteria.
- Write total payment amount at the bottom of page.
- Fill in name, address, e-mail, and accommodations request on registration form.
- Write total payment at the end of registration form, check payment type, and include payment.
- Submit this two-page form by mail or fax listed above.

Confirmations, including directions will be sent via e-mail only, one week prior to the event for which you have registered.

PLEASE PRINT CLEARLY

Name: _____________________________________________________________

Home Address: _______________________________________________________________________

City: ___________________________ State: ________ Zip: ______________________

Daytime Phone: ___________________________ E-mail: _________________________________

Social Work License Number and Type: _____________________________________________ State: ________

Accommodations and/or Dietary Requirement: ________________________________

☐ Please check if your information has changed since your last registration with us!

PAYMENT INFORMATION - PLEASE COMPLETE

☐ Checks and money orders payable to:
MSU–Social Work Continuing Education
Baker Hall
655 Auditorium Road, Room 212
East Lansing, MI 48824

or supply your credit card information below:

☐ Mastercard ☐ Visa ☐ Am. Express

Card #: ___________________________ Security code #: ______________

Expiration Date: _____/_____

Cardholder Name: ______________________________________________________________

Signature: _____________________________________________________________________
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