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

ANN ARBOR ◆ CARO ◆ EAST LANSING ◆ FLINT ◆ GRAND RAPIDS ◆ LANSING ◆ LIVONIA
OKEMOS ◆ TRAVERSE CITY ◆ WATERFORD
AND ONLINE

SUMMER/FALL 2014 CATALOG
SOCIALWORK.MSU.EDU/CEU/CATALOG ◆ PH. (517) 353-3060
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 summer and fall 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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Paige Harness
Rosemary Jackson, LMSW
Shannon Lutz
Shani Saxon, LMSW
Gina Van Horn
MSU School of Social Work is pleased to host

Bonnie Badenoch, PhD, LMFT presenting:
“An Exploration of Trauma & Healing Pathways from the Viewpoint of Interpersonal Neurobiology”

November 14–15, 2014
Lansing, Michigan
12 CECHs

About Bonnie Badenoch
Bonnie Badenoch, PhD, LMFT, therapist, supervisor, teacher, and author has spent the last ten years integrating the discoveries of neuroscience into the art of therapy. Her conviction that wisdom about the relational brain can transform human experience led to the publication of Being a Brain-Wise Therapist: A Practical Guide to Interpersonal Neurobiology, and its companion, The Brain-Savvy Therapist’s Workbook.

See page 13 for details.

Ruth T. Koehler
Endowed Lecture

SAVE THE DATE:
Celebrate Michigan Indian Day
September 26, 2014

“Integrating Culture & Traditions into Social Work Macro & Micro Practice”

See page 31 for details.

Back by popular demand, Michigan State University School of Social Work is holding the 6th Annual Great Lakes Summer Institute (GLSI), a professional development experience comprised of two-day, one-day, and half-day intensive courses on a variety of current topics taught by experts in their fields.

Programs include:
• Adoption Certificate courses (see pages 5–7)
• Affair Recovery
• DSM-5
• Ethics
• Empowering People Living with Pain
• Motivational Interviewing
• Play Therapy with Traumatized Children
• Strength-based Leadership

Designed to blend meaningful learning with maximum relaxation, the GLSI is held in beautiful Traverse City. Minutes from the famous Grand Traverse Bay, the Institute will be held at the Great Wolf Lodge where you can be treated at the premiere Elements Spa, play in Fort Mackenzie, a four-story interactive waterpark, and enjoy any or all of three dining experiences on site.

A special room rate is available to GLSI attendees until June 8, 2014, so register today!

Where: Great Wolf Lodge
3575 N. US Highway 31 South
Traverse City, MI 49684

When: July 9–11, 2014
Substance Abuse Assessment & Intervention 101  #3716

Description: Social workers frequently treat individuals with substance use conditions in practice even if they do not work in a drug treatment facility. As such, social workers must be aware of current issues in addiction practice and research. This course provides information that will assist practicing social workers in assessment and treatment of alcohol, tobacco, and drug use conditions. Social workers with all levels of familiarity with addiction and in all practice fields are encouraged to attend.

Objectives: As a result of this course, you will be prepared to:
- Name current issues in diagnosis, assessment, and treatment of substance use disorders, including for alcohol, tobacco, marijuana, and prescription drugs.
- Develop new practice skills that will enhance your ability to assess and treat.
- Enhance your understanding of current drug-related terminology and diagnoses.
- Identify evidence-based practice resources for substance abuse treatment.

Date: July 25–26, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days
Location: MSU campus, Human Ecology, 552 W. Circle Drive, East Lansing, MI 48824
CECHs: 12 • Meets MICBAP Specific
Price: Register by July 15 to receive a discount. Pricing available on page 39 and online.
CE faculty: Brian Ahmedani, PhD, LMSW, is an assistant research scientist at Henry Ford Health System and also an adjunct clinical assistant professor in the School of Social Work at Michigan State University.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

Advanced Techniques for Substance Use Disorders  #3738

Description: This course will show the transition of treatment approaches from more prescriptive to strength-based, including evidence-based practices. Practitioner techniques for developing treatment plans based on levels of readiness using motivational interventions, understanding and working with resistance, as well as establishing a collaborative and assistive relationship will be included.

Objectives: As a result of this course, you will be prepared to:
- Clearly define the difference between “deficit-based” and “strength-based” approaches to substance use disorder treatment.
- Describe two steps in forming an assistive/collaborative relationship with persons who have substance use disorders.
- Describe two basic interventions for each of six levels of readiness (stage of change motivation) when developing interventions.

Date: November 21, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Holiday Inn Gateway, 5353 Gateway Center, Flint Township, MI 48507
CECHs: 3 • Meets MICBAP Specific
Price: Register by November 13 to receive a discount. Pricing available on page 39 and online.
CE faculty: Mark Louis, LMSW, is an evidence-based practice and best practices implementation specialist for the Michigan Department of Community Health.

3 WAYS TO REGISTER
Fax (517) 353-2599
Online at https://socialwork.msu.edu/ceu/catalog
Or by mail – see pages 38 and 39.

TO SAVE MONEY, REGISTER EARLY
Adoption Certificate

The Adoption Certificate program is designed to help professionals working with adoptive families meet the unique needs of this population. Post adoption services are needed more now than ever as foster, kinship, and recruited families are adopting children from the child welfare system as well as those families completing adoptions internationally. This program contains six adoption-focused courses that provide a foundation for adoption-centered practice. Emphasis is placed on understanding the varied experiences of adoptive families and their children, utilizing trauma-informed practice techniques, engaging, assessing, referring, and treating adoptive families, identifying and using attachment connection and reparation with adoptive families, understanding mental health diagnoses and treatment modalities most often used for adopted children, and supporting children and families when adoptions are in jeopardy. 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. Course content reflects clinical treatment areas of special importance to therapists and those offering post adoption services (T) as well as child welfare service functions including protective services, foster care and adoption with the emphasis on assessment, preparation, and supporting families raising children not born to them (CW).

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.

Courses include:

<table>
<thead>
<tr>
<th>Required core courses (choose 2)</th>
<th>Elective courses (choose 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Needs of Adopted Children &amp; Families (T)</td>
<td>Common Diagnoses for Children Adopted from the Child Welfare System (T and CW)</td>
</tr>
<tr>
<td>6 CECHs</td>
<td>3 CECHs</td>
</tr>
<tr>
<td>Treating Adoptive Families (T and CW)</td>
<td>Working with Children Who Have Attachment Issues (T and CW)</td>
</tr>
<tr>
<td>6 CECHs</td>
<td>3 CECHs</td>
</tr>
<tr>
<td>Assessing, Preparing, &amp; Supporting Adoptive Families and Children to Achieve &amp; Maintain Permanence (CW)</td>
<td>Intervening with Families Whose Adoptions Are in Jeopardy (T and CW)</td>
</tr>
<tr>
<td>6 CECHs</td>
<td>3 CECHs</td>
</tr>
</tbody>
</table>

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 and child welfare professionals are encouraged to take any of the classes offered, even if completion of the overall Certificate is not the goal.

How do I earn the Adoption Certificate? To meet the requirements of the certificate, candidates must take two of the six-hour required core courses (selection of one of the core courses should be made based on the role of the professional, either as a therapist or as a child welfare professional) 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](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 coursework within two years of taking the first course.
Treating & Supporting Adoptive Families: Change the Lens, Change the Life

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.

Date: July 9, 2014 #3701
Time: Registration 7:30 AM • Program 8:00 AM – 3:30 PM
Location: Great Wolf Lodge, 3575 N. US Highway 31 South, Traverse City, MI 49684
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.

Date: September 18, 2014 #615-14
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Greater Lansing Association of Realtors*, 4039 Legacy Parkway, Lansing, MI 48911
Price: Register by September 9 to receive a discount.

CECHs: 6
CE faculty: Annie Lange, BSN, LMSW, ACSW, is a private practitioner, trainer, and mother of six children, five of whom are adopted.

Understanding the Needs of Adopted Children & Families #3706

Description: The experiences that children and families have before, during, and after adoption impact how they approach treatment. Professionals who want to maximize their effectiveness with adoptive families need to have an understanding of the complexity of the adoption experience for children and families they are working with. This training will provide information about the impact of the adoption process on children and families, common and lifelong issues that all adoptees and adoptive families face, and the trauma experience that adopted children and their families share. Trauma symptoms and the impact of trauma on the development of adopted children will be the focus as well as trauma informed treatment strategies. In a case driven experience, participants will complete a trauma assessment and design trauma-informed interventions based on an adoptive family case study designed to present the unique needs and trauma issues that are common to adoptive families.

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

- Distinguish the varied adoption experiences of children and families and the impact on treatment.
- Describe the effects of core adoption issues on children and families.
- Describe the definition of trauma and traumatic stress and how these experiences may impact adopted children and their families.
- Identify the impact of traumatic experiences on development
- Explore strategies for trauma informed assessment and intervention when serving adopted children and their families.

Date: July 10, 2014
Time: Registration 7:30 AM • Program 8:00 AM – 3:30 PM
Location: Great Wolf Lodge, 3575 N. US Highway 31 South, Traverse City, MI 49684
CECHs: 6
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.

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 Weekend MSW program and Organization and Community Leadership concentration. Rosemary Jackson, LMSW, ACSW, is an adoption and child welfare specialist for Michigan State University School of Social Work.
Intervening with Families Whose Adoptions Are in Jeopardy #3712

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.

Date: July 11, 2014
Time: Registration 7:30 AM • Program 8:00 AM – 11:10 PM
Location: Great Wolf Lodge, 3575 N. US Highway 31 South, Traverse City, MI 49684
CECHs: 3
Price: Register by June 26 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.

Assessing, Preparing & Supporting Adoptive Families & Children to Achieve & Maintain Permanence #616-14

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. Information about how to assess, prepare, and educate families to ensure that they are prepared for issues that can arise after the adoption will be a focus. Information about how to prepare children for adoption that is based on their age and stage of development will be provided as well as information designed to understand and provide for the needs of children and families during visits and moves. Techniques to mitigate the trauma of moves will be also be provided. Tips for supporting adoptive placements during supervision will be discussed, including helping families locate and utilize resources. Anticipating and managing the types of crisis that are common to adoptive families will be discussed. 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.

Objectives: As a result of this course, you will be prepared to:
- Recognize how to assess and prepare both foster families and recruited families for the challenges involved in adopting children from the child welfare system.
- Name two ways to prepare children for adoption based on age and stage of development.
- Describe ways to conduct visits and moves that enhance attachment and minimize trauma for children and families.
- Demonstrate techniques to supervise and support adoptive placements so that the family and child are more likely to enjoy a permanent relationship after the adoption is finalized.

Date: October 17, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Greater Lansing Association of Realtors®, 4039 Legacy Parkway, Lansing, MI 48911
CECHs: 6
Price: Register by October 7 to receive a discount.
CE faculty: Rosemary Jackson, LMSW, ACSW, is an adoption and child welfare specialist for Michigan State University School of Social Work. Kathy Yates, LBSW, ACBSW, is an independent consultant who has over 30 years of adoption experience.
Constructing Life Stories & Other Interventions for Working with Couples with Dementia #3718

**Description:** This two-hour presentation will briefly review some of the evidence-based interventions that are being used with couples where one person has dementia. A unique intervention, the Couples Life Story Project developed by two University of Michigan social work researchers, will be described and discussed. Meaningful and therapeutic use of people’s stories in social work practice with this demographic will be presented.

**Objectives:** As a result of this course, you will be prepared to:
- Identify three interventions for working with couples where one person has memory loss or mild/moderate dementia.
- Discuss at least two challenges for working with this demographic and strategies for addressing them.
- Articulate the importance of people’s stories and ways of using them therapeutically.

**Date:** September 6, 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 August 28 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Berit Ingersoll-Dayton, PhD, LMSW, is a professor at the School of Social Work, University of Michigan, and principal investigator for the Couples Life Story Project. Beth Spencer, MA, LMSW, is project manager at the Hartford Center of Geriatric Social Work Excellence, School of Social Work, University of Michigan, and co-investigator for the Couples Life Story Project.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

Psychopharmacology & Older Adults #3727

**Description:** When the mental health of an older adult is compromised, the social worker is in an ideal position to provide psychosocial treatment, often in consultation with the primary care clinician. Using a stepped case presentation, learn about special considerations and current research in the psychopharmacological management of common mental health issues seen in older adults. Develop strategies to facilitate communication with primary care providers in order to assure that culturally sensitive care is provided and that quality of life issues are addressed.

**Objectives:** As a result of this course, you will be prepared to:
- Identify aspects of the social work assessment that are most useful for the primary care provider when making decisions about the management of mental health issues in older adults.
- Discuss the appropriate use of commonly prescribed psychotropic medications in older adults.
- Describe strategies to work with primary care providers to assure that mental health issues are addressed in a culturally sensitive manner and that quality of life issues are addressed.

**Date:** October 11, 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 October 1 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Linda J. Keilman is an assistant professor in the College of Nursing at Michigan State University since 1992. She holds a doctorate in nursing practice from Oakland University, and a master’s degree in nursing with a focus on gerontology from Michigan State University.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.
Good Mental Health Is Ageless #3737

Description: This course addresses the symptoms of depression unique to the older adult population and effective evidence-based treatments. It also provides insight into the incidence of suicide and its prevention with older adults and dispels the myth that depression is a normal part of aging.

Objectives: As a result of this course, you will be prepared to:
- Identify symptoms of depression unique to older adults.
- Identify evidence-based treatments most successful with older adults.
- Develop an awareness of risk criteria for suicide in older adults.
- Identify the facts versus the myths related to older adult depression.

Date: November 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 November 5 to receive a discount. Pricing available on page 39 and online.

CE faculty: Micheline Sommers, LMSW, is director of Older Adult Specialty Services at Oakland Family Services. She is a graduate of the University of Michigan and has a Specialist in Aging from the Institute of Gerontology. She has been in the geriatric field for over 25 years.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

Social Work Licensure Examination Preparation

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.

Dates: December 5–6, 2014, in East Lansing
Times: Friday: Registration 5:30 PM • Program 5:50 PM – 9:15 PM
Saturday: Program 8:30 AM – 4:30 PM

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.”
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 are identified in the chart below.

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

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<td>October 17</td>
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<td>November 7</td>
<td>Understanding Cultural Diversity &amp; Our Invisible Knapsack: Consequences for Children &amp; Families #617-14</td>
<td>Waterford</td>
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Look for this logo on pages 6, 7, 12, and 21!
An Introduction to Internal Family Systems

**Description:** The Internal Family Systems (IFS) model has evolved over the past 20 years into a comprehensive approach for working with individuals, couples, and families. IFS represents a synthesis of two already-existing paradigms: systems thinking and the multiplicity of the mind. This powerful, strength-based model of therapy applies concepts and methods from structural, strategic, narrative, and Bowenian schools of family therapy to the internal world of an individual. This course will introduce the model and provide the basic skills necessary to begin integrating it into clinical practice. The course includes videotape of clinical work, live IFS demonstrations, and experiential exercises to facilitate learning.

**Objectives:** As a result of this course, you will be prepared to:
- Articulate the basic assumptions and strengths of the IFS model.
- Describe the function of exiles, managers, and firefighters within the internal system.
- Demonstrate beginning skills used in IFS with individuals, couples, and families.
- Name the key qualities necessary to be an effective IFS therapist.

**Date:** August 1–2, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** MSU campus, Human Ecology, 552 W. Circle Drive, East Lansing, MI 48824  
**CECHs:** 12  
**Price:** Register by July 24 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Tina Timm, PhD, LMSW, LMFT, is an assistant professor at Michigan State University with a joint appointment between the School of Social Work and the Marriage & Family Therapy Program.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

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Trauma-Focused Cognitive Behavioral Therapy

**Description:** Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is an evidence-based practice for trauma treatment of children and adolescents and their families. TF-CBT is a components-based psychosocial treatment model that incorporates elements of cognitive-behavioral, attachment, humanistic, empowerment, and family therapy models. TF-CBT is the most evidence-based therapy model for children who are experiencing traumatic stress.

**Objectives:** As a result of this course, you will be prepared to:
- Explain the importance of providing trauma-informed treatment.
- Use two assessments that assist in creating a pathway for trauma-informed care.
- Describe the nature of the empirical evidence that supports trauma-focused CBT.
- Identify strategies to support and measure TF-CBT model fidelity.
- Identify each of the components of TF-CBT, the rationale for each component, and at least three strategies or tools to practice each treatment component.
- Begin to identify ways to adapt TF-CBT for special populations.

**Date:** September 11–12, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:00 PM both days  
**Location:** Troy Community Center, 3179 Livernois, Troy, MI 48083  
**CECHs:** 11  
**Price:** Register by August 28 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Kristine Buffington, MSW, LISW-S, earned her bachelor’s degree in psychology from Eastern Michigan University and her MSW from Western Michigan University. She has over 27 years of experience as a clinical social worker, therapist, agency administrator, and a trainer and consultant in the area of child traumatic stress. She has published papers on trauma-informed policy and the connections between traumatic stress and risk of juvenile delinquency. Her training and background include preparation with Cohen, Mannarino and Deblinger, the developers of this model.
Understanding the Impact of Complex Trauma through Screening & Assessment #3733

Description: This course will provide an overview of the impact of complex trauma on children’s functioning as well as a description of a PTSD (i.e., traumatic stress reactions) and/or comprehensive trauma assessment. Assessment tools for developmental functions, social communication, social/emotional functioning and PTSD symptomology will be introduced with opportunities for hands on practice.

Objectives: As a result of this course, you will be prepared to:
• Identify appropriate assessment questions based on an understanding of complex trauma in children.
• Identify resiliency factors in children.
• Administer an Ethnographic Interview (EI) which incorporates a culturally sensitive approach to developing a case history.
• Administer the CTAC Child Trauma Screening Protocol and gain familiarity with the CANS (Child and Adolescent Strengths and Needs).
• Gain familiarity with assessment tools for comprehensive Neurodevelopmental assessment, including cognition, language, memory and attention functions, as well as assessment tools related to assessing PTSD symptomology.
• Identify observable parent/child interactions relevant to assessment of attachment.
• Describe the necessity of integrating assessment results in a “brain behavior” framework and the implications for assessment recommendations.

Date: October 30, 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: Register by October 20 to receive a discount. Pricing available on page 39 and online.
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.

Understanding Cultural Diversity & Our Invisible Knapsack: Consequences for Children & Families #617-14

Description: This course will provide a framework for professionals to understand how race, class, and gender intersect and the impact it has how people are treated. Participants will also look at how their ethnicity, sexual orientation and privilege have grown to be part of the assumptions they make as professionals. Participants will list the type of daily effects that privilege affords them and how to consciously give up some of their power. Participants will examine the professional use of self in ethical and culturally sensitive social work practice.

Objectives: As a result of this course, you will be prepared to:
• Apply a new framework to the understanding of ethnicity, sexual orientation, age, ability/disability as well as race, class, and gender.
• Use critical thinking skills when working with vulnerable and underserved populations.
• Demonstrate an ability and a willingness to use what you have experienced in the class about marginalized populations in your role as an advocate in child welfare.
• Examine the professional use of self in culturally sensitive practice.

Date: November 7, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Oakland Intermediate School District, 2111 Pontiac Lake Road, Waterford, MI 48328
CECHs: 3
Price: Register by October 28 to receive a discount.
CE faculty: Carmine DeVivo, LMSW, is chief operating officer at Orchards Children’s Services.

Recommended for LMSW beginning and intermediate skill levels
Clinical Practice

EAST LANSING

Ruth T. Koehler Endowed Lecture

WATERFORD

Online registration and price details only at https://socialwork.msu.edu/ceu/catalog.php
An Exploration of Trauma & Healing Pathways from the Viewpoint of Interpersonal Neurobiology #3736

**Description:** Building on an understanding of how our brains respond to traumatic circumstances, we can create a rich environment that supports development of embodied brains that can sustain a life of resilience and meaningful relationships. Interpersonal neurobiology tells us that within the foundation of a warm, sustaining relationship, all the ingredients for repairing upset nervous systems and finding the road toward secure attachment are present. Whether we work with little ones, teens, or adults, our deepening understanding of the brains and minds of our clients and ourselves can enrich our capacity to collaborate with the brain’s abundant natural healing processes. In addition, our clarity about these processes can provide us with a greater sense of stability and balance, side by side with broader compassion—both of which are secure foundations for being with trauma’s emotional intensity. Our goal in these two days will be to engage in whole-brained learning, expanding our knowledge about how these neurobiological processes unfold, along with experiences to help us embody our learning.

We will begin by developing a neurobiologically-based understanding of what trauma is, and then spend time with brain development in the first two years of life in traumatic and non-traumatic circumstances. The embodied brain—including belly and heart, the importance of implicit memory, the workings of the autonomic nervous system, mirror neurons and resonance circuitry will be among the topics we visit, to gain a sense of their value for therapy. Because many of our most traumatic experiences arise within our attaching relationships, we will spend time understanding and experiencing the four attachment patterns—both as we might see them in our clients and as they enter the therapy room within us. On this foundation, we will be able to explore the neurobiology of the change processes that are facilitated within the safety of a warm, stable relationship—for little ones, teens, and adults. By the end of our two days, we may find ourselves more settled and hopeful than ever before about the possibility of strong recovery from even the most tragic circumstances.

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

- Describe the development of our embodied brains in the first 36 months in traumatic and non-traumatic circumstances.
- Define trauma from the perspective of interpersonal neurobiology.
- Explain the seven inherent motivational systems, how they are shaped by experience, and how they show up in therapy.
- Identify aspects of the four attachment patterns within ourselves and how they enter the process in therapy, particularly with traumatized clients.
- Explain the neurobiological basis for identifying the therapist’s capacity for nonjudgmental presence as the most important factor in healing.
- Explain the three branches of the autonomic nervous system and how they form the basis for creating safety in the playroom with traumatized clients.
- Describe the role of mirror neurons and resonance circuitry in the process of recovery from trauma.
- Master use of the hand model of the brain with children, teens, and adults.

**Date:** November 14–15, 2014

**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days

**Location:** Crowne Plaza Lansing West, 925 S. Creyts Road, Lansing, MI 48917 A block of rooms is available until October 15 at a special discount rate.*

**CECHs:** 12

**Price:** Register by October 30 to receive a discount. Pricing available on page 39 and online. Lunch included for both days.

**CE faculty:** Bonnie Badenoch, PhD, LMFT

Dr. Badenoch’s work as a therapist has focused on helping trauma survivors and those with significant attachment wounds reshape their neural landscape to support a life of meaning and resilience. She was founder and former executive director of Center for Hope and Healing. She teaches at Portland State University in the Interpersonal Neurobiology certificate program and speaks internationally about applying IPNB principles. She is on the Advisory Board of Global Association for Interpersonal Neurobiology Studies and co-edits its yearly publication. She takes particular joy in offering longer-term immersion trainings for therapists and others in the healthcare professions at her home in the Pacific Northwest because these experiences support personal transformation through embodiment of the principles of interpersonal neurobiology.

*Hotel reservations can be made online or by calling 877-322-5544. Group Name: MSU School of Social Work. Online at www.crowneplaza.com/lansingwest use online Access Code MSW; check in: 3:00 PM; check out: 12:00 PM. Reservation must be made by: October 14, 2014, to receive the group rate. Room rates 11/13/14 & 11/14/14, $129.00 plus a room assessment fee of 6%.
An Introduction to Dialectical Behavioral Therapy #3715

**Description:** Designed in the early 1990s by Marsha Linehan, PhD, Dialectical Behavior Therapy (DBT) has given therapists confidence and hope while treating their most-difficult-to-treat client. DBT balances the idea of “acceptance” and “change” in clients, getting clients to accept themselves as they are in the moment, in their attempts to change and make it better. DBT also focuses on: getting clients to come to a synthesis in other major areas; learning how to balance their priorities with other people’s demands and at the same time maintaining their self respect and the respect that others have for them; and finally, getting clients to validate themselves and learn new skills that will lessen their suffering and “build lives worth living.” Come ready to engage in a highly interactive course. Josh will use his irreverent communication style and balance it with genuine warmth in his attempts to teach DBT. He will utilize meaningful mindfulness exercises, case examples and an upbeat discussion. Josh prides himself and his DBT workshops on being practical and down to earth. Leave this course with knowledge and confidence to use DBT strategies with clients the next day.

**Objectives:** As a result of this course, you will be prepared to:
- Explain the Biosocial Theory of Borderline Personality Disorder.
- Define what it means to be dialectical and identify dialectical dilemmas of Borderline Personality Disorder.
- Identify the five Modes and Functions of Comprehensive DBT.
- Explain the roles of facilitators in DBT Skills Training Group.
- Identify the three Target Behaviors of DBT Skills Training Group.
- Teach at least one skill per skills training module.

**Date:** July 17–18, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** MSU campus, Human Ecology, 552 W. Circle Drive, East Lansing, MI 48824  
**CECHs:** 12 • Meets MICBAP Related  
**Price:** Register by July 7 to receive a discount. Pricing available on page 39 and online.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

Evidence-based Practice in Social Work: Implications for Improving Social Work Practice #3726

**Description:** Evidence-based practice (EBP) is now the language of the land in social work practice. This workshop looks at the implications of EBP for social work services, grant writing and funding, and assessing service outcomes. Participants will acquire practical tools for implementing EBP in agency settings and gain a deeper understanding of how EBP can inform service delivery.

**Objectives:** As a result of this course, you will be prepared to:
- Identify the key components of EBP and define the key terms.
- Locate relevant systematic reviews and understand how to read the forest plots and effect size data presented in the reviews.
- Use systematic reviews to guide agency practice, policy decisions and funding proposals.
- Develop strategies for implementing EBP as part of ongoing social work practice.

**Date:** October 10, 2014  
**Time:** Registration 12:30 PM • Program 1:00 PM – 4:15 PM  
**Location:** MSU Credit Union, 4825 East Mt. Hope Road, East Lansing, MI 48824  
**CECHs:** 3  
**Price:** Register by October 2 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Denise Bronson, PhD, MSW, is associate dean for academic affairs and director of the MSW program at Ohio State University. She teaches courses on evaluation and evidence-based practice in the College of Social Work, has completed several systematic reviews to guide child welfare practice and policy in Ohio, and has conducted numerous workshops on evidence-based practice in the U.S. and Poland. She is also the author of *Finding and Evaluating Evidence: Systematic Reviews and Evidence-Based Practice* published by Oxford University Press in 2012.
**Suicide: Assessment, Intervention, Post-vention #3724**

**Description:** Working with people who want their pain to end is a common experience in every helping professional’s career. When addressing the shift from wanting the pain to end to planning for the pain to end, clinicians have a variety of tools available to develop attunement and intervention at various different levels. This course will focus on suicide assessment, intervention, and post-vention. How to identify warning signs and the most common risk factors of the potentially suicidal individual will be presented and discussed. Short- as well as long-term intervention strategies will be shared with participants who work with potentially suicidal individuals or survivors. Lastly, strategies will be discussed related to the common post-vention issues for survivors.

**Objectives:** As a result of this course, you will be prepared to:
- Identify warning signs of the potentially suicidal individual.
- List 15 high risk factors leading to suicidal attempts.
- Describe short- and long-term focus of intervention.
- Name five post-vention issues for survivors.

**Date:** October 3, 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 • Meets MICBAP Related  
**Price:** Register by September 24 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** William Steele, PsyD, LMSW, MA, is the founder of the National Institute for Trauma and Loss in Children (TLC), a program of the Starr Global Learning Network, an author, and international trainer.

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**Successful Group Therapy: Strategies for the Real World #3734**

**Description:** In spite of their popularity, groups can be difficult to establish, hard to maintain, and challenging to lead. Groups are an important social work methodology. Whether you are currently facilitating or thinking about starting a group, this course 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:** October 31, 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 • Meets MICBAP Related  
**Price:** Register by October 23 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.

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If you are an experienced presenter with content expertise to share with the social work practice community, we want to hear from you.

Please complete a proposal available here:  
https://socialwork.msu.edu/ceu/forms.php
Back by popular demand, Michigan State University School of Social Work is holding the 6th Annual Great Lakes Summer Institute (GLSI), a professional development experience comprised of two-day, one-day, and half-day intensive courses on a variety of current topics taught by experts in their fields.

Designed to blend meaningful learning with maximum relaxation, the GLSI is held in beautiful Traverse City. Minutes from the famous Grand Traverse Bay, the Institute will be held at the Great Wolf Lodge where you can be treated at the premiere Elements Spa, play in Fort Mackenzie, a four-story interactive waterpark, and enjoy any or all of three dining experiences on site.

A special room rate is available to GLSI attendees until June 8, 2014, so register today! Come, relax and learn!

Where: Great Wolf Lodge
3575 N. US Highway 31 South, Traverse City, MI 49684
When: July 9–11, 2014

What your colleagues are saying about MSU Continuing Education's Great Lakes Summer Institute...

GLSI offers a friendly, collegial, and relaxed learning atmosphere with challenging course material, excellent instructors who have “hands on” experience in the practice of social work, all in one of the most beautiful vacation spots in the United States. —Connie Knaggs, LMSW, ACSW

I have attended the MSU Summer Institute every year since it started. You have the most relevant courses for my CEU needs, and wonderful instructors. Can't say enough about the location. Hope you continue to provide us with this wonderful learning experience. —Sharon Elzer, LMSW

I've enjoyed the opportunity to attend the GLSI for many reasons. I think that it has been organized in a very professional way, making it easy to navigate through the sessions and feel comfortable in the environment. —Kelly Kendziorski, LMSW

GLSI has provided an opportunity for me to gain insight and knowledge on valuable topics while networking with highly trained professionals in my field. It does not hurt that it is held in one of the most beautiful communities in the state either! —Catherine Kidd, MSW, LMSW, CAADC

To make your hotel reservation, please call: 1-866-962-9653.

Please mention immediately upon talking to a reservationist that you are booking a room from the MSU Social Work room block and your group number is 1407MSUS_001.

When making travel arrangements, please note that Great Wolf Lodge observes a 4:00 PM check in and 12:00 PM check out. All guests arriving before 4:00 PM will be accommodated as rooms become available. Waterpark passes will be issued upon check in if your party wishes to use the waterpark before the overnight room is available. There is a $12.99 resort fee per room, per night. Additional persons beyond four in a Family Suite will be charged $30 per person, per night. Lodging rates do not include tax or local assessment.

Great Lakes Summer Institute customers are eligible for a 12:00 PM check out but must mention this when checking in; there will be a $10 charge per hour after this time.

Accommodations and Group Rates [*Includes 4 waterpark passes]*

<table>
<thead>
<tr>
<th>Suite Type</th>
<th>Dates</th>
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<tr>
<td>Family Suite</td>
<td>July 8–10, 2014</td>
<td>$133.00</td>
<td>$30 per person, per night</td>
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<tr>
<td>Family Suite</td>
<td>July 11, 2014</td>
<td>$169.99</td>
<td>$30 per person, per night</td>
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Rates are per room, per night. Rates are subject to a 6% Michigan State Tax and a 2% Local Assessment Tax.

Reservation must be made using this information and be received by June 8, 2014. Reservation requests received after this date will be taken on a space available basis.
6TH ANNUAL GREAT LAKES SUMMER INSTITUTE
Advancing knowledge in clinical and macro social work practice

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

July 9, 10, and 11, 2014
Great Wolf Lodge, Traverse City, Michigan

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For more information, visit socialwork.msu.edu/ceu or call (517) 353-3060

Relax and learn in beautiful Traverse City, Michigan this summer.
### 6th ANNUAL GREAT LAKES SUMMER INSTITUTE • AT A GLANCE

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Connie Black-Pond, MA, LMSW, LPC, received a master’s in counseling from Western Michigan University in 1983 and is licensed in the State of Michigan as a clinical/macro social worker and professional counselor. She is the clinical director and co-founder of the Southwest Michigan Children’s Trauma Assessment Center at Western Michigan University and is also a private practitioner in Kalamazoo, MI. She has specialized in the assessment and treatment of traumatized children for over 20 years, serving as a provider, trainer, and consultant across Michigan.

Yvette Colón, PhD, ACSW, LMSW, is an assistant professor at Eastern Michigan University School of Social Work and advisory board member of the MetaCancer Foundation. For the last 20 years, she has provided bilingual social work services in a variety of nonprofit settings focused on pain management, oncology, and end-of-life care. Dr. Colón holds a master’s degree in clinical social work from Smith College School for Social Work and a PhD in clinical social work from New York University.

Victoria Fitton, PhD, LMSW, ACSW, RPT-S, holds the Ruth Koehler Endowed Clinical Professorship in Children Services for the School of Social Work at Michigan State University, teaching clinical courses in the MSW program. She is a clinical social worker and play therapist, with a specialization in childhood sexual abuse. Her areas of interest include mother-infant attachment, attachment across the lifespan, child development, child treatment, including play therapy, and the intersection of attachment and trauma.

Rosemary Jackson, LMSW, ACSW, is a clinical instructor in the MSU School of Social Work. She has many years of experience as a trainer, consultant, and program developer, and is recognized as an expert in the field of adoption. Rosemary has developed curriculum for clinicians and parents to address the needs of foster and adoptive families. She has also developed and delivered training materials on a variety of child welfare topics, including supporting families after adoption; attachment; grief and loss; effects of trauma on child development; and understanding the impact of the child welfare system on children and families.

Annie Lange, BSN, LMSW, ACSW, has an active private practice with special interest in self-care, attachment, interpersonal neurobiology and adoption issues. Anne has Advanced Trainer Certification in the Nurtured Heart Approach. Anne readily admits that her greatest teachers have been her six children, five of whom are adopted.

Lisa M. Laughman, LMSW, has worked in the areas of foster care, substance abuse treatment, employee assistance counseling, corporate wellness, stress reduction, and emotional health promotion. Recently, Lisa has included in her clinical approach the powerful theoretical perspectives of Acceptance Commitment Theory (ACT) and Shame Resilience Theory (SRT). Lisa also strives to operate her personal and professional life from a social justice perspective and seeks to have a critical consciousness as to how policies/practices disadvantage persons in target groups related to race, gender, class, disability, sexual orientation, and other non-dominant groups.

Chris Mruk, PhD, is a professor of psychology at Bowling Green State University and has received the college’s Distinguished Teaching and Distinguished Scholarship awards. He trained in clinical psychology at Michigan State and Duquesne Universities. His publications include two books, one of which is now in its 4th edition, and over two dozen chapters or articles in the areas of clinical and positive psychology entitled: “Self-Esteem and Positive Psychology, Research, Theory, and Practice” (2013, Springer Publishing Co., New York). Dr. Mruk is an Associate Editor of The Humanistic Psychologist, a publication of the American Psychological Association and he worked in a number of mental health positions including: supervising a methadone rehabilitation program, crisis intervention, community mental health centers; and directing a college counseling center. He regularly offers CE workshops to psychologists, social workers, counselors, and law enforcement, and educational professionals.

Michael J. Reiffer, LMSW, is the clinic manager of the Northwest Clinic of Pine Rest Christian Mental Health Services, and he is an outpatient therapist. He graduated from Calvin College with a BA in Psychology and earned his MSW from Western Michigan University. Michael is a clinical social worker licensed by the State of Michigan. He has 18 years experience working with individuals, couples, children, and families, and has advanced training in Motivational Enhancement Therapy.

Donald Schuster, LMSW, CFRM, has been executive director of Listening Ear for the last 30 years. Don has a master’s in social work administration from the University of Michigan. His area of interest at U of M was leadership and complex organizations. He is certified in training by Blanchard Training, the American Management Association, the Center on Philanthropy at Indiana University, and Inscape. He has consulted in hundreds of businesses and organizations, including manufacturing, service, mental health, and nonprofit organizations.

Kathryn M. Smolinski, JD, MSW, LMSW, is director of Wayne State University Law School’s Legal Advocacy for People with Cancer Clinic and an adjunct assistant professor. Before creating and now directing this medical-legal partnership between Karmanos Cancer Center and Wayne Law, Smolinski worked for over 20 years as a clinical oncology social worker and administrator at Johns Hopkins, Association of Oncology Social Work, and Hospice of Monroe. She served on Hopkins’ Clinical Ethics Service for eight years. She is a field supervisor in the Smith College School for Social Work End-of-Life Care Certificate Program and for WSU School of Social Work. She has published widely and lectured nationally and internationally on topics such as pain management, palliative care, ethics, and psychosocial issues in end-of-life care. She has a certificate in bioethics from Georgetown University and a certificate in basic mediation from the University of Maryland.

Tina Timm, PhD, LMSW, LMFT, is an associate professor in the MSU School of Social Work. Licensed as both a marriage and family therapist and a clinical social worker, she has spent her 20-year career focusing on couples and families with an emphasis on issues related to sexuality. She has advanced training in sex therapy and sexual trauma.

Cheryl Williams-Hecksel, LMSW, ACSW, is a senior clinical instructor in the MSU School of Social Work. Prior to coming to MSU, Cheryl worked for over 29 years in both clinical and administrative roles. She is the coordinator of the School’s Evidence Based Trauma Treatment Certificate. She is also the Field Education coordinator for students in the Weekend MSW program and Organization and Community Leadership concentration and is involved in MSU’s work with the National Child Welfare Workforce Institute. She provides frequent professional continuing education related to ethics, supervision, and child trauma.
Creating a Playroom: Play Therapy Assessment & Intervention/Traumatized Children #3700

Description: The first day focuses on the theoretical framework of play therapy and the selection of items for a playroom, portable tote system, or filial play kit. A rationale by category of materials is presented, with an emphasis on those items utilized by traumatized young children. Case material, photos, video clips, and experiential activities, including sand tray, highlight examples of playroom use by category or theme but also include elements of assessment and intervention. The second day emphasizes two aspects of playroom activity. The first is the therapist and her conceptualization of the playroom activity as an interconnected and ongoing dance of assessment and intervention that directly impacts her ability to write an assessment, create a treatment plan with the family, interact with the family, and communicate with outside systems, e.g., schools and courts. The second is the traumatized child and how the child utilizes the person of the therapist and the playroom to promote self-healing and wholeness—the child’s unique and personally chosen self-interventions. This is a non-directive play therapy perspective; however, directive assessment and intervention techniques are addressed, taught, and practiced during the course.

Objectives: As a result of this course, you will be prepared to:
- Describe the fundamental differences between directive and non-directive play therapy.
- Articulate the rationale behind play therapy categories and the selection of playroom objects and materials.
- Identify item selection for a portable playroom specific to play therapy with traumatized young children.
- Demonstrate the ongoing process of assessment and its interconnectedness with intervention in play therapy work with traumatized young children.
- Identify three assessment tools for use with traumatized young children from a directed play therapy perspective.
- Identify three intervention techniques for use with traumatized young children from a directed play therapy perspective.

Date: July 9–10, 2014
Time: Registration 7:30 AM • Program 8:00 AM – 3:30 PM both days
CECHs: 12
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.
CE faculty: Victoria Fitton, PhD, LMSW, ACSW, RPT-S

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

Discovering Worth, Competence & Self Esteem: Applying Positive Psychology Principles to Everyday Practice #3702

Description: What makes life worth living? How does our sense of competency and worthiness impact our efficacy in the world? This course discusses these and many more questions researchers of positive psychology are asking. Special attention will be given to work on the therapeutic value of positive emotions, characteristics of positive therapy, and authentic self-esteem. Characteristics associated with healthy and unhealthy types of self-esteem are examined as are how they relate to problems of living such as depression, perfectionism, narcissism, and antisocial behavior. Prepare to learn about the five-week positive therapy program called Competence and Worthiness Training (CWT) that can be used in clinical and educational settings. These activities involve learning how to run the program for individuals or groups, administering, scoring, and interpreting the Multidimensional Self-Esteem Inventory (MSEI) and more.

Objectives: As a result of this course, you will be prepared to:
- Describe key concepts in positive psychology, especially the value of positive emotions.
- Identify the major characteristics of and research on positive therapy.
- Explain the two-factor approach to healthy self-esteem.
- Apply results of the Multidimensional Self-Esteem Inventory in individual or group settings.
- Offer Competence and Worthiness Training, a form of positive therapy.

Date: July 9, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 3:30 PM
CECHs: 5
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.
CE faculty: Chris Mruk, PhD

Registration for Great Lakes Summer Institute courses is on pages 38–39.
Motivational Interviewing: Essential Components & Clinical Applications #3703

Description: Motivational interviewing is often described as a way of being with people. This training will cover the essential components of motivational interviewing and appropriate clinical applications to practice. Attendees will learn how to incorporate motivational interviewing into their clinical style and conceptualize cases from a change theory perspective. Learning will take place in an interactive and experiential style and promises to be engaging and relevant.

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

- Describe a range of ethical challenges that impact professional child welfare practice.
- Identify and explore personal experiences and values and how this personal worldview impacts ethical and practice decisions in child welfare work.
- Explore the intersection of personal worldview with professional ethics and standards.
- Explore these dimensions as they relate to ethical decision making in child welfare practice.

Date: July 9, 2014
Time: Registration 7:30 AM • Program 8:00 AM – 11:10 AM
CECHs: 3 • Meets MICBAP Related
Price: Register by June 26 to receive a discount.
CE faculty: Michael Reiffer, LMSW

Motivational Interviewing: Advanced Components & Expanded Clinical Applications #3704

Description: Motivational interviewing has both core elements and also elaborate clinical sophistication that requires practice and correct technique. This training will expand on Motivational Interviewing: Advanced Components & Expanded Clinical Applications offered in the morning. Focus will shift to the nuances of motivational interviewing in their clinical style and conceptualize cases from a change theory perspective. Learning will take place in an interactive and experiential style and promises to be engaging and relevant.

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

- Apply the Stages of Change theory.
- Demonstrate therapeutic skill level and expanded proficiency with the Five Basic Tenets of Motivational Interviewing and their underlying clinical skills.
- Conceptualize the Two Treatment Phases of Motivational Interviewing with the stage of change of the client and family.
- Demonstrate proficiency with at least two skills of Motivational Interviewing.

Date: July 9, 2014
Time: Registration 12:00 PM • Program 12:20 PM – 3:30 PM
CECHs: 3 • Meets MICBAP Related
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.
CE faculty: Michael Reiffer, LMSW
Building Capacity for Emotional Resilience in Social Work Practice #3705

**Description:** This course offers a blueprint for creating a social work practice that enhances the emotional health of both practitioner and client. Course instruction blends basic principles of healthy human functioning with the core concepts of several theoretical models, including Acceptance Commitment Theory, Shame Resilience Theory, and Oppression Theory.

**Objectives:** As a result of this course, you will be prepared to:
- Identify the three principles of healthy human functioning and explore the importance of shifting from an outside-in experience of life toward an inside-out experience of life.
- Explore the intersections of environmental factors impacting emotional health and internal factors influencing “moment to moment emotional health status.”
- Conduct an “emotional wellness check in” on yourself and be able to teach clients, coworkers, loved ones, and others to do the same.
- Identify the six core concepts of Acceptance Commitment Theory.
- Identify the difference between goal setting and living a wisdom-based, value-guided life.
- Describe how the emotion of shame, the existence of a “shame story,” and shame-based self-defeating beliefs stand in the way of both practitioners and clients being their best self and living their life lined up with their core values.

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<tr>
<td>CE faculty:</td>
<td>Lisa M. Laughman, LMSW</td>
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*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.

Sex Therapy 101: Integrating Sexuality into Clinical Practice #3707

**Description:** Most therapists have received little to no training in sexuality or sex therapy. This is unfortunate given that issues of sexuality are present from the cradle to the grave, and clients may be struggling in silence with these issues. This session will provide an overview of common sexual struggles and dysfunctions, provide a rationale and model for integrating sexuality into everyday practice, and include specific activities to increase awareness and comfort with the topic.

**Objectives:** As a result of this course, you will be prepared to:
- Describe five common sexual presenting problems.
- Articulate three reasons why sexuality should be integrated into general clinical practice.
- Conduct a simple sexual assessment for use in individual or couples therapy.

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<tr>
<td>CE faculty:</td>
<td>Tina Timm, PhD, LMSW</td>
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Empowering People Living with Pain: The Important Role of Social Work #3708

Description: Pain affects more than 100 million U.S. residents, and most social workers will work with individuals and families whose lives have been touched by pain. This course will review the biopsychosocial components of comprehensive pain assessment and traditional, complementary, and integrative treatment modalities. Empowerment strategies for both clinician and patients will be shared, and the role of social worker in pain management will be considered. The important role social work plays in assessing and treating pain will be discussed.

Objectives: As a result of this course, you will be prepared to:
- Describe a multidimensional assessment of pain.
- Review traditional, complementary, and integrative interventions commonly used in treating chronic pain.
- Implement strategies to help empower patients and enhance their pain management plan.

Date: July 10, 2014
Time: Registration 7:30 AM • Program 8:00 AM – 11:10 AM
CECHs: 3 • Meets MICBAP Related
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.
CE faculty: Yvette Colón, PhD, ACSW, LMSW

The DSM-5: A Major or Minor Revision? The Answer Is “Yes” #3709

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.
- Name 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.
- Describe relatively minor changes to diagnoses that remain in the manual.

Date: July 10, 2014
Time: Registration 12:00 PM • Program 12:20 PM – 3:30 PM
CECHs: 3 • Meets MICBAP Related
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.
CE faculty: Chris Mruk, PhD

An Integrated Theoretical Model for Affair Recovery #3710

Description: Infidelity is one of the most difficult to treat presenting issues in couple therapy. It is difficult because of the emotional intensity, the complicated systemic issues, and the lack of infidelity-specific evidence-based treatments on which to rely. This presentation will detail an integrative approach to treating infidelity based in attachment theory and mindfulness. It includes elements from Emotionally Focused Therapy, John Gottman’s research, Internal Family Systems Therapy, and Sex Therapy. The emphasis will be upon providing clinicians with key principles that are necessary for working with affair recovery.

Objectives: As a result of this course, you will be prepared to:
- Describe how physiological symptoms of PTSD present in infidelity treatment.
- Articulate the rationale for an integrative theoretical approach in infidelity treatment.
- Name three specific mindfulness techniques to help individuals manage intense physiological or emotional reactions.

Date: July 11, 2014
Time: Registration 7:30 AM • Program 8:00 AM – 3:30 PM
CECHs: 6 • Meets MICBAP Related
Price: Register by June 26 to receive a discount. Pricing available on page 39 and online.
CE faculty: Tina Timm, PhD, LMSW
Ethical Dilemmas & Decision Making in End-of-life Care #3711

**Description:** This 5-hour workshop will explore the factors that influence decision-making in the medical setting and the ethical dilemmas that frequently arise under these difficult circumstances. The role of advance care planning, the law, trust in the healthcare establishment and communication pearls and pitfalls will be discussed and debated. While advance directives are legal documents that list treatment preferences and surrogate decision-makers, they are only a small part of the care that is provided at the end of life. Their very existence or absence can also lead to heated ethical debates. Attitudes, beliefs, and communication styles can and do play a part in how individuals decide who they want to make decisions for them and what they want those decisions to be. The critical and expert role that social workers bring to these discussions is unparalleled by any other practitioner. The skillful art of advocacy, facilitation, cultural humility, transparent communication, goal setting and ethical decision-making rubrics will be highlighted.

**Objectives:** As a result of this course, you will be prepared to:
- Identify attitudes, beliefs and communication styles that both professionals and patients bring to the discussions around end-of-life care.
- Recognize the important role that goal setting, transparency, trust building and effective communication play in preventing and resolving ethical dilemmas.
- Describe an applied decision-making model to ethical dilemmas in end-of-life care.

**Date:** July 11, 2014  
**Time:** Registration 7:30 AM • Program 8:00 AM – 2:30 PM  
**CECHs:** 5  
**Price:** Register by June 26 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Kathryn M. Smolinski, JD, MSW, LMSW

Strength-based Leadership: Focusing on Your Strengths #3714

**Description:** Over 30 years of research by the Gallop Poll indicates that people who utilize their strengths are significantly more engaged in their work. Only 17% of American workers feel their strengths are utilized by their supervisor. You will learn what you can do to engage the strengths of your employees, but most importantly how to utilize your own strengths. Resources will be shared that can help you utilize your own strengths more while helping your teammates share and utilize their strengths.

**Objectives:** As a result of this course, you will be prepared to:
- Utilize resources to understand your own and your employees’ strengths.
- Utilize strength-based leadership in the work place.
- Experience higher employee engagement, outcomes, and staff satisfaction.
- Enjoy your job more.

**Date:** July 11, 2014  
**Time:** Registration 7:30 AM • Program 8:00 AM – 11:10 AM  
**CECHs:** 3  
**Price:** Register by June 26 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Donald Schuster, LMSW, CFRM

Building Resiliency with Traumatized Children – Beyond Treatment Alone #3713

**Description:** Resiliency is the ability to “bounce back” from stress, adversity, and trauma and is a contributor to a child’s recovery from traumatic exposure. When children have experienced trauma, their existing resiliency resources are important to know, as well as what resiliency factors to target for intervention. This course will identify what factors contribute to a child’s resilience, how trauma may alter a child’s resilience, and resiliency-enhancing strategies that can be built into our intervention/treatment plans.

**Objectives:** As a result of this course, you will be prepared to:
- Identify at least three resiliency factors that help children “bounce back” from adversity/trauma.
- Identify two methods of assessing/understanding resiliency in children.
- Identify five strategies to enhance resiliency in traumatized children.

**Date:** July 11, 2014  
**Time:** Registration 12:00 PM • Program 12:20 PM – 3:30 PM  
**CECHs:** 3  
**Price:** Register by June 26 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Connie Black-Pond, MA
Disability Is NOT a Diagnosis: Shifting Our Framework #3728

Description: It’s essential for both people with disabilities and service professionals to understand the disability community’s culture, heritage, and history and the important role this can play in one’s own identity. This requires a philosophical shift in the way we view disability which is in line with the core values of social work. Through discussion, group activities, personal stories, and a short video, we will explore the topic of a proud identity and how to make this philosophical shift. We will identify ways social workers can help people with disabilities gain self-acceptance, and realize the power they can have in their own life and in the community.

Objectives: As a result of this course, you will be prepared to:
- Define disability in various ways.
- Assess your own view of disability, disability identity, and disability pride.
- Apply strategies designed to help people with disabilities gain self-acceptance, strengthen identity, and build pride.
- Demonstrate the relationship between disability pride and the core values of the social work profession.

Date: October 16, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Okemos Conference Center, 2187 University Park Drive, Okemos, MI 48864
CECHs: 3
Price: Register by October 9 to receive a discount. Pricing available on page 39 and online.
CE faculty: Melinda Haus-Johnson, MSW, is program manager at Michigan Disability Rights Coalition. Melinda has been part of, and has worked with, the disability community for nearly 20 years. Theresa Squires, is a certified peer support specialist and program manager at Michigan Disability Rights Coalition. She is responsible for the creation and implementation of Her Power! Her Pride! Her Voice!—a program for high school girls with disabilities.

“Don’t Forget About Me!” Understanding the Impact of Autism on the Family #3729

Description: Autism Spectrum Disorder impacts not only the individual diagnosed, but has a much larger impact on the entire family unit. Emotions experienced by parents and siblings resemble elements of grief and loss and must be understood in order for practitioners to best support the entire family. This program will discuss the unique needs of the family, including parents, siblings, and extended family members, and how to best meet those needs through a clinical setting.

Objectives: As a result of this course, you will be prepared to:
- Identify three unique needs of siblings and parents of children with ASD.
- Identify three unique strengths of parents and siblings of children with ASD.
- Apply grief and loss frameworks to working with parents of children with ASD.
- Use three practical strategies to work more effectively with parents and siblings of children with ASD.
- Identify three outside resources to which to refer parents and/or siblings of children with ASD.

Date: October 16, 2014
Time: Registration 12:45 PM • Program 1:15 PM – 4:30 PM
Location: Okemos Conference Center, 2187 University Park Drive, Okemos, MI 48864
CECHs: 3
Price: Register by October 9 to receive a discount. Pricing available on page 39 and online.
CE faculty: Sarah Bretz, LMSW, is a clinical supervisor in Autism Connections at Judson Center. As a sibling herself, Sarah is passionate about the benefits of providing support for siblings who are affected by being the brother or sister of a child with special needs.
Addressing Boundaries, Ethics & Personal Values in Rural Social Work Practice #3720

**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.

**Date:** September 19, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 3:15 PM  
**Location:** Tuscola Intermediate School District, Technology Center, 1401 Cleaver Road, Caro, MI 48723  
**CECHs:** 5  
**Price:** Register by September 9 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Julie Navarre, LMSW, is director of the Michigan State University School of Social Work Field Education program and is a clinical instructor.

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Bioethics & the Role of Social Work in Health Care #3731

**Description:** Next to the clinical challenges of providing physical health care, the most challenging issues in health care today are ethical. Technology has advanced to the point that patients can be saved earlier and kept alive longer than ever before...but should they? Who should decide? How should such decisions be made? These are the challenges that face social workers in health care today. Every social worker who professionally touches the health care system today can benefit from exploring these issues.

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

- List and describe the main bioethical principles.
- Describe the basic framework for health care decision making.
- Identify three main decision-making circumstances from an ethical perspective.
- Identify the primary precedent-setting case for each decision-making circumstance.

**Date:** October 23, 2014  
**Time:** Registration 8:30 AM • Program 9:00 AM – 3:15 PM  
**Location:** Hannah Community Center, 819 Abbot Road, East Lansing, MI 48823  
**CECHs:** 5  
**Price:** Register by October 13 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.

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*Did you know...*

Social workers licensed in the State of Michigan are required to earn **5 hours of Ethics and 1 hour of Pain Management**?

To earn ethics hours, attend programs listed on this page and on page 24.  
To earn hours toward pain management, attend programs on pages 23 and 27.
Description: Chronic pain is a major health concern, which often requires medication treatment. Unfortunately, opioid analgesics, among the most commonly prescribed medications for pain, are also addictive and controlled substances. This workshop provides insight into current issues in pain management and prescription drug abuse relevant to practicing social workers. This includes an exploration of the relationship, including issues related to addiction, diversion, and related drug problems. Alternative pain management approaches and identification and treatment strategies for prescription drug abuse are also discussed. This topic is open to a wide range of social workers with varying levels of experience.

Objectives: As a result of this course, you will be prepared to:
- Describe the connection between chronic pain and prescription drug use.
- Increase your understanding of and ability to identify and assess prescription drug addiction, diversion, and related drug problems.
- Enhance your ability to treat clients with pain and prescription drug problems.

Date: October 3, 2014
Time: Registration 12:45 PM • Program 1:15 PM – 3:15 PM
Location: VisTaTech Center, Schoolcraft College, 18600 Haggerty Road, Livonia, MI 48152
CECHs: 2 • Meets MICBAP Specific
Price: Register by September 25 to receive a discount. Pricing available on page 39 and online.
CE faculty: Brian Ahmedani, PhD, LMSW, is an assistant research scientist at Henry Ford Health System and also an adjunct clinical assistant professor in the School of Social Work at Michigan State University.

MARK YOUR CALENDAR!
OCTOBER 28, 2014
Kellogg Hotel & Conference Center
219 S. Harrison Rd.
East Lansing, MI 48823
www.kelloggcenter.com
For more information about conference details, Continuing Education, registration, and pricing, visit: http://nursing.msu.edu/Continuing%20Education/default.htm
Discounted early registration fee prior to October 1, 2014.
Nonprofit Sustainability: Art or Science? #3722

**Description:** This interactive course will take a look at organizational sustainability practices from the nonprofit lifecycle perspective. Nonprofit organizations tend to develop incrementally over time. The level and sophistication of leadership, technical, adaptive, and management systems depends on where an organization finds itself along the lifecycle continuum. This course will review case studies and frameworks for diagnosing the lifecycle stage of your organization and drafting a sustainability plan that meets the demand of stakeholders, including funders, as well as marketplace considerations.

**Objectives:** As a result of this course, you will be prepared to:
- Identify organizational life-cycle stages and key organizational capacities along the continuum.
- Identify key organizational practices for both short- and long-term sustainability.
- Develop a preliminary sustainability plan for an organization with which you have an affiliation (i.e., staff member, volunteer, board member, etc.).

**Date:** September 27, 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 September 18 to receive a discount. Pricing available on page 39 and online.  
**CE faculty:** Jennifer Acree, MSW, is associate program officer at the Charles Stewart Mott Foundation.

Leadership Strategies for Implementing Change & Innovation in Organizations: Using Science to Reinvent the Wheel! #3730

**Description:** Leading change and innovation in an organizational context has unique complexities. This course will explore the use of evidence-based innovations within organizations to improve outcomes. Through an introduction to the principles of implementation science, course participants will begin to identify effective leadership strategies that support achieving desired results.

**Objectives:** As a result of this course, you will be prepared to:
- Assess factors that contribute to organizational readiness for change and innovation.
- Describe criteria for selecting innovations that will support reaching desired outcomes.
- Identify the leadership, competency and organizational factors that contribute to implementation of innovative solutions.
- Explore technical and adaptive strategies to address leadership challenges.

**Date:** October 18, 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 October 9 to receive a discount. Pricing available on page 39 and online.  
**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 Weekend MSW program and Organization and Community Leadership concentration. She has 25 years of practice experience in mental health and child welfare.
Connecting the Dots—Luck or Skill: Organizational Advocacy #3740

**Description:** In today’s world, policy and funding decisions are even more critical to the ongoing mission, services, and viability of nonprofit organizations, regardless of size. For those who aren’t familiar with the advocacy arena, fear and anxiety about what can and cannot be done can cause paralysis, leading to missed opportunities. Understanding and gaining access to key decision makers can be confusing and complex. This presentation will focus on the importance of understanding how to identify and communicate effectively on behalf of the needs of the population your organization serves with key examples from child welfare.

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

- Distinguish between advocacy and lobbying.
- Describe the roles local, state, and federal government play, with examples from child welfare.
- Identify two advocacy steps you can take to influence key decision makers on behalf of the population you serve.

**Date:** November 22, 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 November 10 to receive a discount. Pricing available on page 39 and online.

**CE faculty:** Gary Tester is executive vice president and chief development officer at Starr Commonwealth.

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**Apply today for the Weekend MSW program that combines flexibility and access with a great curriculum.**

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To learn more about our MSW program options, please visit: [http://socialwork.msu.edu/msw/](http://socialwork.msu.edu/msw/)

Completed applications must be received by January 10th.

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**Have you ever considered earning your PhD in social work?**

- Does it sound exciting to become an expert on a topic that’s important to you?
- Are you interested in research that can be used to address practice issues or social problems?
- Do you think you might enjoy teaching and mentoring students?

If you would like to learn more about a PhD in social work, including coursework, financial support, and working with a faculty mentor, please contact Dr. Angie Kennedy at kenne258@msu.edu.
Understanding Shame & Building Shame Resilience #3735

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: November 7, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Washtenaw Intermediate School District,
1819 South Wagner Road, Ann Arbor, MI 48103
CECHs: 6 • Meets MICBAP Related
Price: Register by October 27 to receive a discount. Pricing available on page 39 and online.
CE faculty: Lisa M. Laughman, LMSW, has worked in the areas of foster care, substance abuse treatment, employee assistance counseling, corporate wellness, stress reduction, and emotional health promotion. Recently, Lisa has included in her clinical approach the powerful theoretical perspectives of Acceptance Commitment Theory (ACT) and Shame Resilience Theory (SRT).

Dual Diagnosis: Developmental & Mental Health Disability #3739

Description: This dual diagnosis training is intended for social work practitioners who want to learn more about people diagnosed with both developmental and mental health disabilities. This training will address the challenges of effectively assessing this population, issues with medication, and prognosticating the prevalence of these individuals. This training will also review evidence-based behavioral health interventions that help people with this dual diagnosis.

Objectives: As a result of this course, you will be prepared to:
- Identify prevalence of dually diagnosed individuals.
- Identify three reasons why individuals are difficult to assess and diagnose.
- Define and apply four evidence-based practices in your work.
- Identify three behavioral interventions that can support people with dual diagnoses.

Date: November 21, 2014
Time: Registration 12:45 PM • Program 1:15 PM – 4:30 PM
Location: Holiday Inn Gateway, 5353 Gateway Center, Flint Township, MI 48507
CECHs: 3 • Meets MICBAP Related
Price: Register by November 13 to receive a discount. Pricing available on page 39 and online.
CE faculty: Elizabeth Janks, MSW, is associate director of training and community support at the Developmental Disabilities Institute at Wayne State University.
CECHs: 3

**Objectives:** As a result of this course, you will be prepared to:
- Describe an indigenous perspective of macro-community/Nation building and leadership that not only focuses on the “here and now” but for the next seven generations.
- Identify three reasons why integrating culture into macro and micro social work practices are essential; as demonstrated in the North American Indian community residing in Southeastern Michigan.
- Articulate three culturally responsive services being provided at American Indian Health and Family Services of Southeastern Michigan, Inc.
- Provide three examples of how trauma informed care is important when working with North American Indian population.

**PRESENTERS:**

**Derek J. Bailey, MSW,** retired in May 2012 as Tribal Chairman of the Grand Traverse Band of Ottawa and Chippewa Indians. Bailey was elected to his Tribe’s Council in 2004 and in 2008 was elected chairman. He holds a BS and MSW from Grand Valley State University and has served on several area boards and in a variety of capacities in his Tribal Nation, throughout the greater Northwest Michigan area, and also throughout the United States. His service as Tribal chairman has taken him to Lansing and Washington, DC, where he has gained a solid reputation for fairness, hard work, and leadership. Prior to being on the Tribal Council, Derek worked with behavioral health programs and services, earning experience as a prevention worker, a mental health/substance abuse counselor, and in upper administration and management.

**Abigail Eiler, LMSW** (Shawnee/African American/German), is the clinical supervisor at American Indian Health and Family Services of Southeastern Michigan, Inc. and a field instructor for interns from University of Michigan School of Social Work, Wayne State University, and the Michigan School of Professional Psychology. She received her BGS and MSW from the University of Michigan. Abigail was awarded a Child Welfare Fellowship by Kathleen Coulborn Faller PhD, LMSW, while achieving her MSW in Interpersonal Practice: Children & Youth in Families and Society. Her clinical and macro experiences are driven by her commitment to child welfare and include family support services, trauma-informed care, treating children with attachment disorders, cultural humility, and reducing recidivism in the juvenile justice system. She deeply values teaching about social justice and implementing its principles into her clinical practice. Abigail is currently the Region 11 Representative on the National Association of Social Workers–Michigan Chapter Board of Directors.

**Tina Louise, LMSW,** a member of the Western Cherokee Nation of Arkansas and Missouri with leadership experience in culturally competent mental health related program planning, contract management, grant writing, direct therapeutic services and coordination of agency, community, and state wide systems changes aimed at improving the delivery of mental health services. Ms. Louise currently serves as the director of Behavioral Healthcare and Recovery for the Department of Emotional and Spiritual Wellness at American Indian Health and Family Services in Detroit. She is also project director for the Detroit Wayne Mental Health Authority’s When We Work Together, Then We Are Wise “Pii Maawwinikiaang, Miidash Nibwaakaayaaang” Systems of Care Project.

**Date:** September 26, 2014
**Time:** Registration 12:00 PM • Program 12:30 PM – 4:00 PM
**Location:** Lansing Community College East Campus, 2827 Eyde Parkway, East Lansing, MI 48823
**Price:** Register by September 17 to receive a discount. Pricing available on page 39 and online.
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</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate 1:</strong> The Role of Leaders in Staff Retention</td>
<td><strong>Certificate 4:</strong> Communication Skills</td>
<td><strong>Certificate 7:</strong> Recruitment Strategies</td>
</tr>
<tr>
<td>Retention</td>
<td>6 CECHs</td>
<td></td>
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<tr>
<td><strong>Certificate 2:</strong> The Practice of Retention-Focused Supervision</td>
<td><strong>Certificate 5:</strong> Working with Differences</td>
<td><strong>Certificate 8:</strong> Screening &amp; Selection Strategies</td>
</tr>
<tr>
<td>3 CECHs</td>
<td>3 CECHs</td>
<td></td>
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<tr>
<td><strong>Certificate 3:</strong> The First Six Months</td>
<td><strong>Certificate 6:</strong> Recruiting and Selecting the Right Staff</td>
<td><strong>Certificate 9:</strong> Diversity Leadership Strategies</td>
</tr>
<tr>
<td>3 CECHs</td>
<td>3 CECHs</td>
<td></td>
</tr>
<tr>
<td><strong>Certificate 4:</strong> Communication Skills</td>
<td></td>
<td><strong>Certificate 10:</strong> 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 January 2015, 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/](https://socialwork.msu.edu/ceu/)
Supervision Certificate #1:
The Role of Leaders in Staff Retention #3723

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: October 3, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Country Inn & Suites, 3251 Deposit Drive NE, Grand Rapids, MI 49546
CECHs: 6
Price: Register by September 25 to receive a discount. Pricing available on page 39 and online.
CE faculty: Jeff Roley, MS, is branch director of Child Welfare Services at Bethany Christian Services of Michigan.

Supervision Certificate #3:
The First Six Months #3741

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: December 5, 2014
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Country Inn & Suites, 3251 Deposit Drive NE, Grand Rapids, MI 49546
CECHs: 3
Price: Register by November 27 to receive a discount. Pricing available on page 39 and online.
CE faculty: Jeff Roley, MS, is branch director of Child Welfare Services at Bethany Christian Services of Michigan.
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

**Social Work in Educational Settings**

**SW 873(8) • 36 CECHs**

**August 2 –December 5, 2014**

[Enrollment begins June 13, 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:** 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.

Registration instructions for this online course are available on page 33.
School Social Work Continuing Professional Development Seminar (Refresher Course)

SW 891(4) • 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, 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 are 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://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.
- For additional information and for FAQs, please visit: socialwork.msu.edu/ceu and view online program menu for information.
One-Hour Online Clinical & Macro Programs

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

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 CECs for extra time you spend with the course material. Once you submit a passing post-test, you will receive the advertised CECs 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 CEC and five questions for each additional CEC. For example, a 1-CEC 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.

How to register for online programs

1. View the course at your leisure at www.socialwork.msu.edu/ceu/online_continuing_education.php.
2. Download the continuing education packet, which will include:
   • A copy of the PowerPoint.
   • A post-test and registration/payment form.
   • An evaluation.
3. Complete the post-test, evaluation, and payment information (check or credit card required).
4. Fax this material to (517) 353-2599 or mail to:
   MSU–Social Work Continuing Education
   Baker Hall
   655 Auditorium Road, Room 212
   East Lansing, MI 48824

If you have questions or encounter technical difficulties, please contact us during regular business hours (517) 353-3060 or via e-mail: swkce@msu.edu.
What 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; include “Accommodations request” in the subject line, or call (517) 353-3060 at least two weeks prior to the program 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 you 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 call (517) 353-3060 at least 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 Apr 15, 2014.

What is MICBAP? Michigan Certification Board for Addiction Professionals.

What should I wear? Please dress comfortably and in layers as each location has varied temperatures.

Information about all the 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.
REGISTRATION FORM • Page 1 of 2

3 WAYS TO REGISTER FOR IN-PERSON PROGRAMS

Online Visit 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.

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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<th>Class Name</th>
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<td>3700 - Creating a Playroom: Play Therapy Assessment &amp; Intervention/Traumatized Children</td>
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<td>3709 - The DSM-5: A Major or Minor Revision? Answer Is “Yes”</td>
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<td>3712 - Intervening with Families Whose Adoptions Are in Jeopardy</td>
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<td>3713 - Building Resiliency with Traumatized Children—Beyond Treatment Alone</td>
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<td>3714 - Strength-based Leadership: Focusing on Your Strengths</td>
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