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

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Fulfill all your social work continuing education credit needs during the next six months!
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ADDITION & PAIN • ADOPTION CERTIFICATE
AMERICANS WITH DISABILITIES ACT 25-YEAR CELEBRATION
THE ART OF GRIEF • COGNITIVE ENHANCEMENT THERAPY
ETHICS & PERSONAL WORLDVIEW • INTEGRATED BEHAVIORAL HEALTH
SEX THERAPY 101

WINTER/SPRING 2015 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 winter and spring 2015, 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 eleven cities throughout Michigan. Look for us in your area. Offering nearly 300 hours of continuing education programming in a variety of practice areas, you can earn all 45 hours required in a renewal cycle from MSU!

Register early and save!

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Contact information for CE staff

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

Michele Brock, LMSW
Megan Drolett, LMSW
Amanda Dubey-Zerka, LMSW
Rosemary Jackson, LMSW
Shannon Lutz, LMSW
Gina Van Horn
2015 marks the 25th anniversary of the Americans with Disabilities Act (ADA). People with disabilities have gained increased access to their communities, transportation, and services offered by local and state governments. While there is much to celebrate, there are also areas for continued concern, including the high unemployment rate of persons with disabilities. This session will discuss the major accomplishments under the ADA, review case law and how it has shaped implementation, and discuss what the future holds. See page 8 for details.

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 and pain management hours, attend programs listed here...

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<tr>
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<td>3/5/15</td>
<td>3804 - Professional Boundaries as Self Care &amp; Self Care as Professional Boundaries: An Ethical Imperative</td>
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<tr>
<td>3/12/15</td>
<td>3806 - Pain: Real, Relative, Relational &amp; Regulatable</td>
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<td>3/26/15</td>
<td>3810 - Ethical Dilemmas &amp; Decision Making in End-of-life Care</td>
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<td>3/28/15</td>
<td>3812 - Ethical Violations &amp; Implications for Supervisors</td>
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<td>4/16/15</td>
<td>3813 - Pain Management &amp; Prescription Drug Abuse</td>
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<tr>
<td>4/16/15</td>
<td>3814 - Ethical Dilemmas &amp; Decision Making in Social Work</td>
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</table>

2015 marks the 50th anniversary of the passage of the National Voting Rights Act (NVRA). The NVRA was a direct result of the struggles of the citizens of Selma, AL, to obtain the right to vote. The three Civil Rights marches from Selma to Montgomery, AL, in 1965 culminated in the passage of the NVRA, but not without bloodshed, beatings, and death. Dr. King helped the citizens of Selma bring national attention to their cause.

Helen Moore, JD, of Detroit is a board member of the National Voting Rights Museum in Selma and will share her insights on Dr. King’s role in the passage of the NVRA and reflect on current challenges to the law today.
**Pain Management & Prescription Drug Abuse #3813**

**Description:** Chronic pain is a major health concern, which often requires treatment with medication. 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.
- Identify and assess prescription drug addiction, diversion, and related drug problems.
- Demonstrate ability to treat clients with pain and prescription problems.

**Date:** April 16, 2015  
**Time:** Registration 3:45 PM • Program 4:15 PM – 6:15 PM  
**Location:** Okemos Conference Center  
2187 University Park Drive, Okemos, MI 48864  
**CECHs:** 2 • Meets MICBAP Specific  
**Price:** Register by April 6 to receive a discount. Pricing available on page 35 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.

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**Substance Abuse Assessment & Intervention 101 #3827**

**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. In addition, the course will also facilitate practitioner understanding of substance-related diagnoses. 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 alcohol, tobacco, marijuana, and prescription drugs.
- Discover new practice skills that will enhance your ability to assess and treat.
- Discuss current drug-related terminology and diagnoses.
- Identify evidence-based practice resources for substance abuse treatment.

**Date:** June 26–27, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** MSU East Lansing campus. Check socialwork.msu.edu/ceu in February 2015 for specific campus address.  
**CECHs:** 12 • Meets MICBAP Specific  
**Price:** Register by June 16 to receive a discount. Pricing available on page 35 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.

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**3 Ways to Register**

Fax (517) 353-2599  
Online at https://socialwork.msu.edu/ceu/catalog  
Or by mail – see pages 34 and 35.

**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 repairation 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 to:
• 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>
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<tr>
<th>Required core courses (choose 2)</th>
<th>Elective courses (choose 1)</th>
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<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>
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<tr>
<td>6 CECHs</td>
<td>3 CECHs</td>
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<tr>
<td>Treating Adoptive Families (T and CW)</td>
<td>Working with Children Who Have Attachment Issues (T and CW)</td>
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<tr>
<td>6 CECHs</td>
<td>3 CECHs</td>
</tr>
<tr>
<td>Assessing, Preparing &amp; Supporting Adoptive Families &amp; 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 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.
Working with Adopted Children Who Have Attachment Issues #603-15

**Description:** This workshop is designed to outline the importance and significance of attachment for adopted children. The necessity of attachment and positive attachment relationships and the complex impact of disruption to those relationships will be discussed. The connection between attachment and the emotional and behavioral regulation or dysregulation in children that occurs in response to their attachment relationships and what attachment issues look like in the adoptive family will be examined. Adoptive parents’ reactions to children with attachment issues will be discussed, and parenting techniques designed for children who have attachment issues will be explored. The session will conclude with an examination of effective self-care and self-management strategies and techniques for adoptive parents.

**Objectives:** As a result of this course, you will be prepared to:
- Describe the nature and necessity of a secure parent-child attachment relationship.
- Identify the connection between attachment relationships and emotional and behavioral regulation or dysregulation in children.
- Identify tools and techniques used to foster attachment connection and reparation.
- Identify tools and techniques for self-care and self-management for adoptive parents.

**Date:** February 27, 2015  
**Time:** Registration 12:45 PM – 1:15 PM  
**Location:** Greater Lansing Association of Realtors*  
4039 Legacy Parkway, Lansing, MI 48911  
**CECHs:** 3  
**Price:** Register by February 17 to receive a discount.

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

**CE faculty:** Victoria Fitton, PhD, LMSW, ACSW, RPT-S, clinical practitioner, Ruth Koehler Endowed Clinical Professorship in Children Services, Michigan State University School of Social Work.
Assessing, Preparing & Supporting Adoptive Families & Children to Achieve & Maintain Permanence #605-15

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 the family and child are more likely to enjoy a permanent relationship after the adoption is finalized.

Date: March 13, 2015
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 March 3 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.

Intervening with Families Whose Adoptions Are in Jeopardy #612-15

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: June 11, 2015
Time: Registration 12:15 PM • Program 12:45 PM – 4:00 PM
Location: Country Inn & Suites, 3251 Deposit Drive, NE, Grand Rapids, MI 49546
CECHs: 3
Price: Register by June 1 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.
Celebrating 25 years of the Americas with Disabilities Act

ADA 25 Years Later: Reflections & Call to Action #3811

with special guest speaker

Robin Jones, MPA
of the University of Illinois at Chicago

Description: 2015 marks the 25th anniversary of the Americans with Disabilities Act (ADA). People with disabilities have gained increased access to their communities, transportation, and services offered by local and state governments. While there is much to celebrate, there are also areas for continued concern, including the high unemployment rate of persons with disabilities. This session will discuss the major accomplishments under the ADA, review case law and how it has shaped implementation, and discuss what the future holds.

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

• List at least five developments in case law that have shaped the interpretation of the ADA over the past 10 years.
• Describe the impact that the definition of disability and the ADA Amendments Act of 2008 had upon people with disabilities pursuing their rights under the ADA.
• Identify at least two areas where 25 years of ADA implementation has not achieved its goals.
• List at least three resources for additional information on the impact of the ADA.

Date: March 27, 2015
Time: Registration and breakfast 8:15 AM
Program 9:00 AM – 12:15 PM

Location: Kellogg Hotel & Conference Center
219 S. Harrison Road, East Lansing, MI 48824

CECHs: 3
Price: Register by March 15 to receive a discount. Pricing available on page 35 and online.

CE faculty: Robin Jones, MPA, serves in multiple capacities within the Department on Disability and Human Development at the University of Illinois at Chicago: project director and principal investigator for the Great Lakes ADA Center; instructor; non-salaried clinical faculty within the Department of Occupational Therapy; and assistive technology specialist within the Assistive Technology Unit.

The Great Lakes ADA Center’s mission is to increase awareness and knowledge with the ultimate goal of achieving voluntary compliance with the Americans with Disabilities Act.
Responsive Care for Older Adults in Pain #3802

**Description:** Geriatric clients frequently have challenging behaviors that can make the provision of care difficult. Unfortunately, pain is oftentimes at the root of these behaviors, including depressive symptoms. Poorly managed pain diminishes quality of life for older adults and can exacerbate disease. This two-hour course will provide health care providers with an improved understanding of the multidimensional nature of pain and effective treatment strategies.

**Objectives:** As a result of this course, you will be prepared to:
- Define pain.
- Describe three nonverbal indicators of pain.
- Differentiate addiction, tolerance, and dependence.
- Identify the four components of depression.
- List two medications appropriate for severe pain.
- List two non-pharmacological pain interventions.

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<td>Time</td>
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<tr>
<td>Location</td>
<td>MSU campus, Psychology Building, 316 Physics Road, Room 120, East Lansing, MI 48824</td>
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<tr>
<td>CECHs</td>
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<tr>
<td>Price</td>
<td>Register by February 11 to receive a discount. Pricing available on page 35 and online.</td>
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<tr>
<td>CE faculty</td>
<td>Sheria Grice Robinson, RN, MSN, MHA, CHPN, is an author and national geriatric lecturer with expertise in both hospice and long-term care. As a certified hospice and palliative care nurse educator, Ms. Robinson currently works as an education specialist for Hospice of Michigan.</td>
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Older Adult Wellness: Living a Quality Life by Choice #3809

**Description:** Twenty-six percent of all older adults have multiple chronic conditions. The cost is high in both monetary measures as well as quality of life. As the population ages, it is especially important to understand and promote prevention and wellness activities that are delivered in an integrated and coordinated manner that acknowledges and respects the individuals’ choices.

**Objectives:** As a result of this course, you will be prepared to:
- Describe multiple chronic conditions.
- Describe the cost of multiple chronic conditions in older adults in terms of physical, emotional, social and financial burden.
- Discuss the connection between person-centered interaction and quality of life.
- Describe self-management programs and how they can affect quality of life.
- Demonstrate ability to be part of an integrated and coordinated referral, delivery, and evaluation system that supports prevention and self-management programs for older adults.

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<td>CECHs</td>
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<tr>
<td>Price</td>
<td>Register by March 11 to receive a discount. Pricing available on page 35 and online.</td>
</tr>
<tr>
<td>CE faculty</td>
<td>Sherry King, MA, is coordinator of nutrition and wellness programs for the Michigan Office of Services to the Aging.</td>
</tr>
</tbody>
</table>
Older Adults & Substance Use: What Can We Do to Help? #3816

Description: Older adults with alcohol problems and psychoactive medication misuse are a vulnerable population. Elder-specific required screening and intervention procedures focused on the unique issues associated with drinking, misusing psychoactive medication, and the interaction of alcohol and medications in later life will be highlighted.

Objectives: As a result of this course, you will be prepared to:
• Describe the pertinent issues in alcohol problems and psychoactive medication misuse in older adulthood.
• Describe screening instruments and approaches that work best with older adults.
• Identify the elements of a brief intervention.

Date: April 18, 2015
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 April 8 to receive a discount. Pricing available on page 35 and online.
CE faculty: Kristen Lawton Barry, PhD, is a research professor in the University of Michigan, Department of Psychiatry. She has a number of active NIH grants. Dr. Barry’s primary research foci include: substance use screening and brief interventions in medical care settings; brief interventions for older adults; the relationship between substance abuse and mental health disorders; substance use problems in individuals with mental health disorders; and treatment efficacy for adults with co-occurring mental health and substance use disorders. She was the Chair of the SAMHSA Treatment Improvement Protocol (TIP) #34, “Brief Interventions and Brief Therapies for Substance Abuse.”

LEVANDE MEMORIAL LECTURE

The Link Between Well-Being & Home in Older Adulthood #3818

Description: As we age, housing is one of the key issues that comes to the forefront for older adults, kin and practitioners. Considerations of safety and navigability of one’s residence for the present and the future occur. This course covers issues of housing decisions (aging in place, relocation) in older adulthood. The course will offer qualitative and quantitative examples of relocations in older adulthood, based on the instructor’s research. The course will also offer examples of involuntary housing transitions from research set in Detroit, MI, and discuss health-related, logistical, emotional, and financial ways practitioners can support older adults in housing transitions.

Objectives: As a result of this course, you will be prepared to:
• Identify reasons (triggers) that would lead to older adult relocation and some reasons that do not lead to relocation.
• Explain the impact of relocation of older adults in urban contexts.
• Articulate ways older adults can benefit from support from practitioners.

Date: April 24, 2015
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Kellogg Hotel & Conference Center
219 S. Harrison Road, East Lansing, MI 48824
CECHs: 3
Price: Register by April 14 to receive a discount. Pricing available on page 35 and online.
CE faculty: Tam E. Perry, PhD, MSW, is a research professor at the University of Michigan Department of Psychiatry with 30 years of experience developing and testing brief interventions and brief treatments for substance misuse in various populations. She has specialized particularly in substance and mental health issues related to aging.
Creative Interventions with Older Adults #3822

Description: We are facing unprecedented growth in the aging population. Aging is being re-defined, often in a more positive light than ever before. The focus on aging is moving towards an understanding of potential, not problems, a shift that will impact the advancement of health maintenance, prevention, and health promotion. Creativity and creative expression are important to older adults of all cultures and ethnic backgrounds, regardless of economic status, age, or level of physical, emotional, or cognitive functioning. This course will focus on creativity and the potential that is unlocked when creativity in aging is endorsed. We will explore the current status of creativity in aging, look at model programs, and experience our own creativity. The benefits of looking at aging and aging services from a different lens will be discussed in terms of their impact on quality of life. Participants will work together to develop a creative intervention for aging clients and will learn about alternative strategies that engage creativity.

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

- Discuss the impact of creative expression on the quality of life of individuals and communities.
- Integrate creativity into the service you provide to your aging clients and their caregivers.
- Define strategies that tap into the creative potential of older adults.
- Recommend at the agency level an approach to aging that is strengths-based and identifies potential and possibility in the clients served.

Date: May 28–29, 2015
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days
Location: MSU East Lansing campus. Check socialwork.msu.edu/ceu in February 2015 for specific campus address.
CECHs: 12
Price: Register by May 18 to receive a discount. Pricing available on page 35 and online.
CE faculty: Anne Hughes, PhD, LMSW, is assistant professor, Michigan State University School of Social Work. Her research focuses on older adults with chronic health conditions, provider attitudes and knowledge, aging with dignity, and thriving with chronic illness.

*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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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: May 29–30, 2015, in Grand Rapids
June 5–6, 2015, in Livonia
June 19–20, 2015, in Okemos
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>Finding &amp; Utilizing Services for Adoptive Families</td>
<td>Webinar</td>
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<td>Feb. 20</td>
<td>601-15</td>
<td>Effective Goal Setting &amp; Safety Planning</td>
<td>Detroit</td>
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<td>Feb. 27</td>
<td>602-15</td>
<td>Transitioning to Success: Promoting College Access &amp; Support for Youth in Foster Care</td>
<td>Lansing</td>
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<td>Feb. 27</td>
<td>603-15</td>
<td>Working with Adopted Children Who Have Attachment Issues</td>
<td>Lansing</td>
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**Trauma-Focused Cognitive Behavioral Therapy #3801**

**Description:** Trauma Focused Cognitive Behavioral Therapy (TF-CBT) is a component-based psychosocial treatment model that incorporates elements of cognitive-behavioral, attachment, humanistic, empowerment, and family therapy models. TF-CBT is an evidence-based therapy model that supports healing for children, adolescents, and families.

**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:** February 6–7, 2015

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

**Location:** Lutheran Social Services of Michigan
Nussdorfer Center, 1545 Keystone Ave., Lansing, MI 48911

**CECHs:** 11

**Price:** Register by January 27 to receive a discount. Pricing available on page 35 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.

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**Effective Goal Setting & Safety Planning #601-15**

**Description:** This course will focus on why goal setting is helpful, practical uses for goals, and how to create SMART goals to decrease risks. Emphasis will be placed on setting realistic and behaviorally specific goals. In addition, safety planning will be discussed, including the practical uses for safety planning, as well as creating safety plans that are both proactive and reactive. Participants will have an opportunity to work with these concepts through group activities utilizing practical examples.

**Objectives:** As a result of this course, you will be prepared to:
- Assess the needs and risks of consumers.
- Set realistic and behaviorally specific goals.
- Safety plan around specific risks facing families.

**Date:** February 20, 2015

**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM

**Location:** MSU Detroit Center
3408 Woodward Avenue, Detroit, MI 48201

**CECHs:** 3

**Price:** Register by February 10 to receive a discount.

**Online registration and price details only at https://socialwork.msu.edu/ceu/catalog.php**

**CE faculty:** Jennifer Trotter, LMSW, is a seasoned trainer and has presented on a variety of topics related to clinical social work practice, child welfare, supervision, and management. She has over 17 years of social work experience in child welfare programs. Jennifer has held positions in direct service, management, and senior leadership. Jennifer earned her bachelor’s degree in Social Work from Eastern Michigan University and her MSW from Wayne State University.
Supporting Children Involved in Multiple Systems Using a Team Approach #604-15

Description: This course will be focused on how to assemble and facilitate a multidisciplinary team in order to improve outcomes, reduce duplication of services, and reduce worker and participant burnout for families involved in multiple systems.

Objectives: As a result of this course, you will be prepared to:
- Demonstrate a knowledge of how working as a team can enhance their work with children who are at risk as well as how it will assist in meeting program goals.
- Identify key players in multisystem teams and how to engage these programs/service providers in a team approach.
- Identify ways to create a “holding environment” within a team in order to support individuals, remaining focused on and supportive of families and children that they are serving.

Date: March 6, 2015
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Holiday Inn Gateway
5333 Gateway Center, Flint Township, MI 48507
CECHs: 3
Price: Register by February 25 to receive a discount.

CE faculty: Erin Werth, LMSW, IMH-E (III), has practiced in the field of infant mental health for over 17 years and was the recipient of the 2009 Selma Fraiberg Award. She currently works as program coordinator of the Genesee County Infant/Toddler Treatment Court, a program designed to work with infants and toddlers in foster care and their families. Much of her career and personal life has been dedicated to children in the foster care system, as she is a former foster parent and current adoptive parent to three special needs children.

The Nurtured Heart Approach #3817

Description: The Nurtured Heart Approach© is an intervention model designed to build on the greatness of a child even in the face of the most challenging behaviors, including those associated with ADHD, OCD, and ODD. Howard Glasser originally designed the NHA to help families help their “difficult” children better adapt to school and family life. However, over the years, Glasser has discovered that this approach helps build inner strength, higher achievement, happiness, and security for all children. What Nurtured Heart Approach© is not, is another positive behavior modification program. It is, instead, a way of believing in and energizing the greatness of each child. This course will assist the social worker in developing new approaches with their clients and families, capturing “every day moments” in an absolutely truthful manner, leading to increased success for therapists and the children and families they serve.

Objectives: As a result of this course, you will be prepared to:
- Describe and utilize concepts that yield an understanding of the dynamics of a challenging and intense child.
- Explain why conventional methods of parenting and therapy and teaching often fail with intense children, despite the best of intentions.
- Apply techniques to create experiences of success that are more powerful and more extensive than traditional approaches.
- Utilize strategies to avoid the traps of accidentally rewarding negativity while still upholding a perfect level of accountability for the child.

Date: April 23, 2015
Time: Registration 1:00 PM • Program 1:30 PM – 4:45 PM
Location: Okemos Conference Center
2187 University Park Drive, Okemos, MI 48864
CECHs: 3
Price: Register by April 13 to receive a discount. Pricing available on page 35 and online.

CE faculty: Anne Lange, BSN, LMSW, ACSW, has an active private practice, working with individuals, couples, and families for the past 20 years. In addition to practice and teaching, Anne has earned her Advance Trainer Certification in The Nurtured Heart Approach. She provides private therapy, consultation, and trainings with a special interest in interpersonal neurobiology, trauma, self care, attachment, and adoption issues.
Ethics & Personal Values in Child Welfare Practice #608-15

Description: Child welfare practice presents a range of ethical challenges for child protective service workers, foster care workers and adoption workers. This workshop will explore the role of personal experience and values in professional child welfare practice and the impact of this worldview on practice and ethical decision making.

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.
- Examine the intersection of personal worldview with professional ethics and standards.
- Examine these dimensions as they relate to ethical decision making in child welfare practice.

Date: May 15, 2015
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Hampton Inn Marquette Waterfront
461 S. Lakeshore Boulevard, Marquette, MI 49855
CECHs: 3
Price: Register by May 5 to receive a discount.

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

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.

Trauma Informed Child Welfare Practice #609-15

Description: This course will explore the impact of abuse, neglect, and other trauma on children in foster care. This will be explored through understanding the impact of traumatic experiences on brain development, behavior, and learning. Elements of trauma-informed care will be explored, with a focus on identifying strategies and approaches that work for child welfare workers and caregivers.

Objectives: As a result of this course, you will be prepared to:
- Identify the impact of traumatic experiences on development.
- Examine trauma-informed intervention strategies that promote safety, permanence, and well-being.

Date: May 15, 2015
Time: Registration 12:45 PM • Program 1:15 PM – 4:30 PM
Location: Hampton Inn Marquette Waterfront
461 S. Lakeshore Boulevard, Marquette, MI 49855
CECHs: 3
Price: Register by May 5 to receive a discount.

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

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.

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
Beyond Safety & Permanency: Improving Outcomes for Kinship Placements #610-15

Description: Evidence shows that kinship placements can be more successful than an out-of-home placement, but that doesn’t mean they are not stressful and difficult for both the child and the caregiver. This workshop will help participants understand the issues that many kinship placements/families face that they are too often not able to explain to workers (or are too scared to). We will look at how workers can assist kinship caregivers to make the decisions that are in the best interests of the child and themselves and will look at what resources are (and are not currently) available to help kinship families be more successful.

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

- Identify three specific issues commonly experienced in kinship placements.
- Demonstrate two specific self-advocacy skills that you can share with kinship caregivers.
- Identify the three most commonly needed resources for kinship families and the process to access them.

Date: May 21, 2015
Time: Registration 12:00 PM • Program 12:30 PM – 4:45 PM
Location: Oakland Intermediate School District
2111 Pontiac Lake Road, Waterford, MI 48328
CECHs: 3
Price: Register by May 10 to receive a discount.
Online registration and price details only at https://socialwork.msu.edu/ceu/catalog.php
CE faculty: Lynn Nee, LMSW, is a clinical instructor and coordinator of the Kinship Care Resource Center at Michigan State University School of Social Work.

Essentials of Medication Management for Child Welfare Staff #611-15

Description: This course will cover basic pharmacology, administration guidelines, and pertinent information to insure that medications are being properly administered. Methods to insure care provider compliance will be discussed, along with tools for differentiating proper diagnosis and treatment. Teaching methodology will include case study presentations.

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

- Describe the basic pharmacology of commonly used medications, identify proper administration guidelines, and be able to identify unintended side effects of medication for children in care.
- Gain an understanding of methods for maximizing caregiver medication compliance.
- Integrate information learned, as a basis to advocate for children in care to receive appropriate medication.

Date: June 4, 2015
Time: Registration 8:30 AM • Program 9:00 AM – 12:15 PM
Location: Troy Community Center
3179 Livernois, Troy, MI 48083
CECHs: 3
Price: Register by May 25 to receive a discount.
Online registration and price details only at https://socialwork.msu.edu/ceu/catalog.php
CE faculty: Debra Luria, PhD, APRN, BC, is a fully licensed psychologist, as well as a certified nurse practitioner. For the past 14 years, she has been in private clinical practice conducting psycho-educational testing and psychotherapy, and prescribing and managing medications for a wide array of psychiatric problems.
Creating a Playroom: Play Therapy Assessment & Intervention/Traumatized Children* #3824

**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.
- Discuss 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:** June 9–10, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** MSU East Lansing campus. Check socialwork.msu.edu/ceu in February 2015 for specific campus address.  
**CECHs:** 12  
**Price:** Register by May 31 to receive a discount. Pricing available on page 35 and online.  
**CE faculty:** Victoria Fitton, PhD, LMSW, ACSW, RPT-S, clinical practitioner, Ruth Koehler Endowed Clinical Professorship in Children Services, Michigan State University School of Social Work.

Sandtray Therapy: Principles, Process & Practice* #3825

**Description:** Spend two days of summer learning about the healing powers of sand. The course will begin with a brief historical background and comparison of sandplay and sandtray therapies. The purposes and goals of sandtray therapy will be discussed. Identification of categories of sandtray objects and miniatures will be explored, and the rationale for the selection of objects, trays, and sand will be covered. The course will focus on conducting and processing a sandtray session and the applicability of this treatment modality from individuals to groups. The definitions and meanings of symbols, metaphors, and visual images will be examined. The elemental nature of the sand and the incredible power of projection onto the sandtray will be explored and experienced. This will lead to a deeper understanding of the nature of processing the sandtray and sensitivity to the skill of interpretation necessary in this therapeutic method. The use of sandtray for play therapy and expressive therapy assessment and intervention will be practiced in the sand, using non-directive, directive, and prescriptive techniques. And finally, we will explore the supervisory capabilities of sandtray for explicated difficult cases. This course was developed to be highly experiential in order to build confidence and competence in sandtray assessment and intervention.

**Objectives:** As a result of this course, you will be prepared to:
- Identify categories of play therapy objects and materials for inclusion in sandtray work.
- Use sandtray for play therapy and expressive therapy assessment and interventions.
- Describe, from a play therapy perspective, the powerful projection of child material onto the sandtray field through identification of symbol, metaphor, and theme.
- Experience the elemental nature of sandtray work in the play therapy environment.
- Discuss the sensitive nature of processing sandtray in the context of play therapy.
- Increase play therapy interpretation skills, particularly related to sandtray.
- Explore personal reactions to a play therapy case through the medium of sandtray.

**Date:** June 11–12, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days  
**Location:** MSU East Lansing campus. Check socialwork.msu.edu/ceu in February 2015 for specific campus address.  
**CECHs:** 12  
**Price:** Register by June 1 to receive a discount. Pricing available on page 35 and online.  
**CE faculty:** Victoria Fitton, PhD, LMSW, ACSW, RPT-S, clinical practitioner, Ruth Koehler Endowed Clinical Professorship in Children Services, Michigan State University School of Social Work.

*Both courses on this page can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.
Professional Boundaries as Self Care & Self Care as Professional Boundaries: An Ethical Imperative #3804

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

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

Date: March 5, 2015  
Time: Registration 8:30 AM • Program 9:00 AM – 3:15 PM  
Location: Troy Community Center, 3179 Livernois, Troy, MI 48083  
CECHs: 5  
Price: Register by February 23 to receive a discount. Pricing available on page 35 and online.  
CE faculty: Jo Ann McFall, LMSW, ACSW, RN, is associate director for Field Education and Community Programs at Michigan State University School of Social Work.

Cognitive Behavioral Therapy in the Treatment of Anxiety Disorders #3805

Description: The focus of this skill-based mini course is on the concepts, theory, principles, and procedures appropriate to the assessment and effective cognitive-behavioral therapy of adults with anxiety disorders. In addition, the diagnostic changes in the anxiety disorders spectrum that occurred in DSM-5 will be addressed. The course content reflects advanced material of current relevance for effective clinical practice.

Objectives: As a result of this course, you will be prepared to:
- Discuss anxiety disorder diagnoses.
- Use basic skills for developing a CBT treatment plan for each diagnosis.
- Describe diagnostic changes in the anxiety disorders spectrum under DSM-5.
- Examine challenges in assessment and implementing effective treatment plans for a variety of anxiety disorders, including panic disorder, generalized anxiety disorder, phobias, and social anxiety disorder.

Date: March 12, 2015  
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM  
Location: Hilton Garden Inn, 27355 Cabaret Drive, Novi, MI 48377  
CECHs: 6  
Price: Register by March 2 to receive a discount. Pricing available on page 35 and online.  
CE faculty: Laura M. Lokers, LMSW, is a licensed clinical social worker and has worked in the University of Michigan’s Department of Psychiatry, Anxiety Disorders Program, for the past 10 years. She has specialized training in Cognitive Behavioral Therapy for a variety of anxiety and mood disorders and OCD. She has also received expert training in the area of Habit-Reversal Therapy in the treatment of body-focused repetitive behaviors, including trichotillomania and compulsive skin-picking. In 2014, she co-founded the Anxiety and OCD Treatment Center of Ann Arbor.
The Art of Grief #3807

Description: Art therapy can be a transformative process especially when used in the context of processing grief and loss. Through samples of art provided in a slide show format, the instructor will demonstrate how art can be used to process grief both clinically and personally. Participants will participate in an experiential activity called the Bridge of Bereavement, a guided drawing process that focuses on support systems, obstacles, and other experiences common during grieving. Information and discussion of other art-related activities that can be used to cope with grief will also be addressed.

Objectives: As a result of this course, you will be prepared to:
• Describe three reasons that art therapy can help with grief.
• Identify at least three art therapy activities that assist with the bereavement process.
• Describe the value of using art as a form of therapy.

Date: March 19, 2015
Time: Registration 9:00 AM • Program 9:30 AM – 12:30 PM
Location: MSU Credit Union
4825 East Mt. Hope Road, East Lansing, MI 48824
CECHs: 3
Price: Register by March 9 to receive a discount. Pricing available on page 35 and online.
CE faculty: Gay Walker is an artist/art therapist with a master’s degree in art therapy from Antioch University, and a Graduate Certificate in Holistic Health from Western Michigan University. Her bachelor’s degree was from Michigan State University in graphic design. She is program coordinator of the Integrative Holistic Health and Wellness Program at Western Michigan University. She teaches classes in expressive arts, art therapy, illness/end of life, and holistic methods courses. She curates exhibits of healing art in the gallery of the College of Health and Human Services.

Sex Therapy 101: Integrating Sexuality into Clinical Practice #3808

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.
• List three reasons why sexuality should be integrated into general clinical practice.
• Conduct a simple sexual assessment for use in individual or couples therapy.

Date: March 20, 2015
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM
Location: Kellogg Hotel & Conference Center
219 S. Harrison Road, East Lansing, MI 48224
CECHs: 6
Price: Register by March 10 to receive a discount. Pricing available on page 35 and online.
CE faculty: 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.

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

Field Instructors are eligible for reduced rates on MSU Social Work Continuing Education programs, plus many other benefits. For more information, call Julie Navarre, LMSW, director of Field Education at Navarre@msu.edu or (517) 432-3722.
Ethical Dilemmas & Decision Making in Social Work #3814

**Description:** This program will explore the day-to-day application of the NASW Code of Ethics to our practice as social workers. A model for ethical decision making will be presented, and cases will be applied. Information on legal issues will also be addressed. Group discussions and case examples will be used throughout the course.

**Objectives:** As a result of this course, you will be prepared to:
- Discuss the NASW Code of Ethics, its functions, and its limits.
- Apply a model for ethical decision-making to cases.
- Examine ethical issues/dilemmas regarding confidentiality, including informed consent, boundaries, dual relationships, and self-determination.
- Describe how to respond to subpoenas, duty to warn, and impaired professionals.

- **Date:** April 16, 2015
- **Time:** Registration 9:00 AM • Program 9:30 AM – 3:30 PM
- **Location:** Okemos Conference Center
  2187 University Park Drive, Okemos, MI 48864
- **CECHs:** 5
- **Price:** Register by April 6 to receive a discount. Pricing available on page 35 and online.
- **CE faculty:** Linda Reeser, PhD, LMSW, is a professor and coordinator of the BSW program at Western Michigan University and is an author.

Grief & Loss across the Life Span #3826

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

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

- **Date:** June 19–20, 2015
- **Time:** Registration 8:30 AM • Program 9:00 AM – 4:30 PM both days
- **Location:** Mott Community College, RTC Building, Flint, MI 48503
- **CECHs:** 12
- **Price:** Register by June 9 to receive a discount. Pricing available on page 35 and online.
- **CE faculty:** Julie Farman, LMSW, is a clinical instructor and coordinator of Michigan State University School of Social Work’s Flint, Oakland, and Saginaw graduate programs.

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
**Transitioning to Success: Promoting College Access & Support for Youth in Foster Care #602-15**

**Description:** This course will examine the needs and barriers foster youth experience during their transition to higher education. This interactive workshop will give child welfare professionals an opportunity to consider their role in supporting healthy transitions for young adults aging out of foster care. Participants will learn about resources available and best practices for supporting youth toward success in higher education and will be introduced to a framework for promoting positive outcomes for youth in care.

**Objectives:** As a result of this course, you will be prepared to:
- Describe and discuss the common barriers that hinder a youth’s access to and successful completion of higher education.
- Implement new strategies in preparing and equipping older youth in foster care for transitioning to higher education.
- Apply a strengths-based framework that examines resiliency, social connections, and adolescent development.
- Identify key resources and supportive networks for foster youth in higher education.

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**Date:** February 27, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** Greater Lansing Association of Realtors®  
4039 Legacy Parkway, Lansing, MI 48911  
**CECHs:** 3  
**Price:** Register by February 17 to receive a discount.  

**CE faculty:** Andrea Martineau, LMSW, is the program coordinator for the Fostering Academics Mentoring Excellence (FAME) program in the Michigan State University School of Social Work, a campus-based support program for MSU students who have experienced foster care.

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**Special Education Advocacy #606-15**

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

**Objectives:** As a result of this course, you will be prepared to:
- Identify basic special education rights and processes.
- Gain experience solving basic special education problems.
- Identify resources to answer questions about special education rights.

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**Date:** April 17, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** VisTaTech Center, Schoolcraft College  
18600 Haggerty Road, Livonia, MI 48152  
**CECHs:** 3  
**Price:** Register by April 7 to receive a discount.  

**CE faculty:** Mark McWilliams, JD, is the director of information, referral, and education services for Michigan Protection and Advocacy Service, Inc. (MPAS). Mark has worked with individuals with disabilities in Michigan, California, and West Virginia as an attorney since 1990.
Ethical Dilemmas & Decision Making in End-of-life Care #3810

**Description:** This three-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:** March 26, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** MSU Detroit Center  
3408 Woodward Avenue, Detroit, MI 48201  
**CECHs:** 3  
**CE faculty:** Kathryn Smolinski, JD, MSW, LMSW, is director of Wayne State University Law School’s Legal Advocacy for People with Cancer Clinic and is an adjunct assistant professor.

Integrated Primary & Behavioral Health Care for Chronic Health Conditions #3819

**Description:** This course will describe how three separate organizations (mental health, substance abuse, and primary care) came together in order to treat patients with multiple chronic health conditions on a fully integrated treatment team. The workshop will describe the development, pilot, and sustainability phases of a fully integrated health care clinic along with facilitators, barriers, and lessons learned in all three phases. Participants will learn how the design was implemented, including initial challenges, evaluation design, outcomes, key staff characteristics, and training needed to make the model successful.

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

- Define the Chronic Care Model’s role in developing an integrated care model.
- List two staff characteristics needed to be successful at delivering integrated care.
- Define three common barriers to developing an integrated care team and three tactics that can be used to overcome those barriers.

**Date:** April 24, 2015  
**Time:** Registration 12:45 PM • Program 1:15 PM – 3:30 PM  
**Location:** Kellogg Hotel & Conference Center  
219 S. Harrison Road, East Lansing, MI 48824  
**CECHs:** 2  
**CE faculty:** Kristin Spykerman, LMSW, is director of Health Home Services at Cherry Health in Grand Rapids, MI. She received her BA in psychology from Hope College, and her master’s degree in social work from Western Michigan University. Kristin is also a certified advanced alcohol and drug counselor with the Michigan Certification Board for Addiction Professionals. Kristin has extensive experience in the field of integrated care, and has spoken nationally on how to effectively integrate primary and behavioral health care.
**Ethical Violations & Implications for Supervisors #3812**

**Description:** In July 2005, the Michigan social work profession moved from “title protection” (registration) to “licensure.” This presentation will look at the past ten years’ experience with social work licensure. Common social work ethical violations will be reviewed, and the resulting implications for supervisors and the employing agency will be discussed. Participants will review the relevant points of the Public Health Code, gain an understanding of the Licensure and Regulatory Affairs (LARA) process, and discuss the important role human service agencies have in the all-important goal of protecting the public and supervising licensed social workers. Case studies will spotlight several real life examples.

**Objectives:** As a result of this course, you will be prepared to:
- Describe the Licensing and Regulatory Affairs process once a violation has been reported.
- Name three actions that place social workers and organizations ethically and/or legally at risk.

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**Culturally Competent Leadership #3803**

**Description:** This course will explore best practices in multicultural organizational development and provide participants with tools to assess the level of inclusiveness and competence within their organization. A framework for aligning individual and agency practice at all levels will be presented, along with a continuum through which participants can measure their agency’s development.

**Objectives:** As a result of this course, you will be prepared to:
- Describe the stages within a cultural competence continuum.
- Identify structural barriers to cultural competence and inclusiveness within your organization.

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**Recommended for LMSW beginning and intermediate skill levels**

**Clinical Practice**

**LANSING**

**Date:** February 28, 2015
**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 February 20 to receive a discount. Pricing available on page 35 and online.
**CE faculty:** Sean de Four, LMSW, is vice president of Children and Family Services at Lutheran Social Services of Michigan.

**Recommended for LMSW beginning and intermediate skill levels**

**Clinical Practice**

**LANSING**

**Date:** March 28, 2015
**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 March 18 to receive a discount. Pricing available on page 35 and online.
**CE faculty:** Michele Brock, LMSW, is a senior clinical instructor and director of Continuing Education at Michigan State University School of Social Work. She was appointed to the state Board of Social Work in 2010 by Governor Granholm and re-appointed for a second term in 2012 by Governor Snyder. Brian Philson, LMSW, is president/CEO of Highfields, Inc. in Onondaga. He was appointed in 2013 by Governor Snyder to the state Board of Social Work and currently serves as the vice chair.
Demystifying Online Communications: Effective Strategies for #Nonprofits #3820

Description: The NASW Social Work Technology Administrative Practice Standard calls for social workers to be informed about technology that will advance quality program operations and service delivery. Organizational communication both internal and external is crucial for effective operations. This course will provide an overview of online platforms and social networks and highlight effective digital communications strategies for nonprofit organizations. It will offer specific, cost-effective approaches for nonprofits to navigate an increasingly cluttered online marketplace and work within limited budgets and resources. Additionally, it will provide ideas about how to integrate online communications with core mission.

Objectives: As a result of this course, you will be prepared to:
• Examine existing online communications efforts, maximize investment in digital and social strategies, and add new platforms and networks to existing communications plans.
• Assess current policies and practices related to use of online communication.

Date: April 25, 2015  
Time: Registration 8:30 AM • Program 9:00 AM – 11:00 AM  
Location: James B. Henry Center for Executive Development  
3335 Forest Road, Lansing, MI 48910  
CECHs: 2  
Price: Register by April 15 to receive a discount. Pricing available on page 35 and online.  
CE faculty: Mitch Hurst is a communications executive with nearly 25 years of experience creating and managing communications strategies for foundations and nonprofit organizations.

Transformative Leadership: Creating & Managing Change in an Organization, in a Community, Across a Society #3823

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

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

Date: June 5, 2015  
Time: Registration 8:30 AM • Program 9:00 AM – 4:30 PM  
Location: MSU East Lansing campus. Check socialwork.msu.edu/ceu in February 2015 for specific campus address.  
CECHs: 6  
Price: Register by May 27 to receive a discount. Pricing available on page 35 and online.  
CE faculty: Robert Sheehan, LMSW, MBA, is CEO of the Community Mental Health Authority of Clinton, Eaton, Ingham Counties. He has over 25 years experience in mental health centers, community-based nonprofits, statewide advocacy and research organizations, migrant farm worker organizations, and African-American labor organizations.

*This course can be taken for University credit through MSU; contact Joan Reid for details at reidj@msu.edu or (517) 355-7519.
Join us in celebration of reflection and song on Martin Luther King, Jr. Day!

Dr. Martin Luther King, Jr. and the Struggle for All U.S. Citizens to Have the Right to Vote

with special guest speaker Helen Moore, JD

SCHEDULE

11:30 AM Welcome & Lunch
11:45 AM Earl Nelson Singers Perform
12:00 PM Dr. Martin Luther, Jr. and the Struggle for All U.S. Citizens to Have the Right to Vote – Guest speaker: Helen Moore, JD*
1:00 PM Student Panel
1:45 PM Announce Diversity Poster Contest Winners
2:00 PM Spoken Word Piece
2:15 PM Closing Remarks

*Eligible for 1 social work CECH.

Description: 2015 marks the 50th anniversary of the passage of the National Voting Rights Act (NVRA). The NVRA was a direct result of the struggles of the citizens of Selma, AL, to obtain the right to vote. The three Civil Rights marches from Selma to Montgomery, AL in 1965 culminated in the passage of the NVRA, but not without bloodshed, beatings, and death. Dr. King helped the citizens of Selma bring national attention to their cause. Helen Moore, JD, of Detroit is a board member of the National Voting Rights Museum in Selma and will share her insights on Dr. King’s role in the passage of the NVRA and reflect on current challenges to the law today.

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

• Describe the sacrifices made by Dr. King and his followers to gain the right to vote for all US citizens.
• Compare the challenges of the struggle for the right to vote before and after the passage of the National Voting Rights Act of 1965.
• Identify current challenges to the law today and ways we can all be more active to protect the NVRA from being further eroded.

Date: Monday, January 19, 2015
Time: Registration 11:00 AM • Program 11:30 AM – 2:30 PM • Register by Jan. 18
Location: Erickson Kiva – MSU Campus, Erickson Hall, 620 Farm Lane, East Lansing, MI 48824
CECHs: 1
Price: ANYONE seeking social work continuing education credit $5 to be paid via mail or online. For all others FREE. NOTE: Payment cannot be accepted onsite.

CE faculty: Helen Moore, JD. As the co-chair of the Keep The Vote/No Takeover Coalition, Helen Moore filed a suit that went all the way to the Supreme Court to gain the right of the citizens in Detroit to vote and maintain an elected school board of education. She was able to work with Mother Rosa Parks who filed a friendly brief in support of the right to vote. As a result, Mother Parks and Helen Moore became good friends and worked together on many education issues. Helen Moore has worked with many of the present foot soldiers who worked with Dr. King to safeguard the right to vote. Even now, there are those who seek to prevent blacks from having the right to vote, and we are always mobilizing, alerting others, and vigilant in our efforts to maintain the right to vote.

ORGANIZED BY:
School of Social Work Diversity Committee
Students for Multi-Cultural Action/Association of Black Social Workers
School of Social Work Continuing Education Program

Funding for this event is provided by the MSU College of Social Science and the MSU School of Social Work.
**CET: An EBP That Improves Social Cognition, Vocational Success & Physical Health #3815**

**Description:** Since 2001, CET (Cognitive Enhancement Therapy), a SAMHSA-recognized EBP, has been disseminated to 34 sites in 10 states. During 48 once-a-week sessions of computer exercises, social cognition groups, and individual coaching, clients learn how to be socially wise and vocationally effective. CET groups average 85% attendance and graduation rates. Attendees will learn how CET promotes recovery by participating in a typical CET session: computer exercises; social cognition talk; completing homework questions; and an interactive cognitive exercise. A PowerPoint talk will describe the neuroscience research supporting CET; the social, vocational, and educational effectiveness of CET; using CET with adults, Transitional Aged Youth, persons with high-level autism); in diverse ethnic and socio-economic settings.

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

- Recognize the importance of treating cognitive deficits in persons with schizophrenia, bipolar disorder, depression, and high-level autism.
- List the theoretical components of CET and why CET results are so durable (up to 12 years post graduation).
- Explain how CET can support/increase vocational and educational success.
- Discuss how CET can increase physical health in a Health Home by improving cognitive functioning.

**Date:** April 17, 2015  
**Time:** Registration 8:30 AM • Program 9:00 AM – 12:15 PM  
**Location:** Kellogg Hotel & Conference Center  
219 W. Harrison Road, East Lansing, MI 48824  
**CECHs:** 3  
**Price:** Register by April 7 to receive a discount. Pricing available on page 35 and online.

**CE faculty:** Ray Gonzalez, ACSW, LISW-S (OH), is executive director of the Center for Cognition and Recovery. He has over 35 years of direct services, administration and program development for persons recovering from mental illnesses. He has an MSW from Ohio State University (1976), ACSW (1982) and has been a NAMI member for 27 years; has co-lead four CET groups; has presented on CET at over 90 local, regional, and national conferences and workshops; and has helped established 34 CET programs in 10 states.

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**CET: Physical Therapy for the Brain**  
April 16, 2015  
**Location:** Community Mental Health Authority of CEI, 812 E. Jolly Road, Lansing, MI 48910  
**Dinner:** 6:00 PM  
**Community presentation:** 6:30 PM–8:00 PM, followed by a community conversation  
**Presenter:** Ray Gonzalez, ACSW, LISW-S (Ohio)

There is no charge for this presentation. CECHs are not offered for this program.

Cognitive Enhancement Therapy (CET) is a SAMHSA Evidence Based Practice that significantly reduces cognitive deficits and improves social cognition for persons recovering from mental illnesses. Research data and lessons learned from the 11 years of disseminating CET to 30+ sites in 10 states will be presented.

**RSVP to Judy Hazle:** hazle@ceicmh.org
Pain: Real, Relative, Relational & Regulatable #3806

Description: When living with pain, it is common to assume a posture and image of powerlessness. This session offers opportunities to consider methods to: (1) help clients find a foothold through affirming client experiences as real; (2) explore the factors that may modulate or shift the experience of pain; (3) reframe a client’s relationship to pain; and (4) develop a sense of mastery in the presence of pain. Tools such as education, self-talk, mindfulness, and imagery will be reviewed, demonstrated, and experienced. There might even be time to unpack and reclaim the concept of “placebo.”

Objectives: As a result of this course, you will be prepared to:
- Describe the biopsychosocial aspects of pain.
- Identify the biological effects of self-regulation techniques.
- Identify three self-regulating strategies to manage pain.

Date: March 12, 2015
Time: Registration 4:30 PM • Program 5:00 PM – 6:30 PM
Location: Hilton Garden Inn, 27355 Cabaret Drive, Novi, MI 48377
CECHs: 1.5
Price: Register by February 24 to receive a discount. Pricing available on page 35 and online.
CE faculty: Claire Casselman, LMSW, is on the Complementary Therapies Team of the University of Michigan Comprehensive Cancer Center where she provides intervention and instruction in guided imagery and other self-regulation techniques. She serves as a clinician for patients and families.

SEVENTH ANNUAL GREAT LAKES SUMMER INSTITUTE

Advancing knowledge in clinical and macro social work practice

July 8–10, 2015

Earn as many as 18 social work continuing education credits.

Number to call for reservations: 1-866-954-9653 by 6/7/15.
Reservation code: 1507MSUS_001
Room nights blocked: 7/7–7/9
Hotel rate: $139.00. Rates based on up to four person occupancy and include park admission.

Registration for the Great Lakes Summer Institute courses will be available in March 2015.

*SW290: Surviving the Coming Zombie Apocalypse: Disasters, Catastrophes, & Human Behavior

This award-winning, fully online course brings together the latest thinking on how and why humans behave during disasters and catastrophes.

Why do some survive and others don’t?
What are the implications for planning, preparedness, and disaster management?

Students in survival groups will face multiple challenges and tasks as they attempt to survive the catastrophic event, escape death, and preserve the future of civilization. For the ability to survive ultimately rests not with the individual but the group.

To learn more, visit: http://zombie.msu.edu/

*No CECHs offered. This course can be taken for University credit through MSU; contact (517) 353-3060 for details.
School Social Work Competency Series

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

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

Unless otherwise stated, School Social Work Competency Courses are worth 35 ONLINE Social Work Continuing Education Hours and are $500; this price does not include course texts also required for the course. To see full descriptions and objectives, visit:

https://www.socialwork.msu.edu/ceu/competency_series.php

School Social Work Assessment: Integrating Psychological & Educational Testing* #428 (1)

35 CECHs
May 18, 2015–July 2, 2015
[Enrollment begins January 13, 2015]

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

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

- Demonstrate an understanding of curriculum, teaching theories, and methodologies.
- Demonstrate knowledge and skill in comprehensive and systematic assessment and evaluation.
- Illustrate effective written communication of the assessment and evaluation results that include educationally relevant recommendations.
- Differentiate similarities and differences between clinically-based definition of psychiatric disorders and educational disabilities.

CE faculty: Mark A. Nester, LMSW, has been a school social worker for 28 years in various public schools, and is currently working with a private school, Hospice of Lansing, and Sparrow Hospital.

*This course is also eligible for University credit (a different process than Social Work Continuing Education credit). To register for this course for University credit or to learn more, contact Joan Reid (517) 355-7519 or reidj@msu.edu.
Social Work in Educational Settings* #429 (1)

35 CECHs
May 18, 2015–July 2, 2015
[Enrollment begins January 13, 2015]

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.
• 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 has been a practicing school social worker for nine years.

School Social Work Intervention: Children with Special Needs* #430 (1)

35 CECHs
July 6, 2015–August 20, 2015
[Enrollment begins January 13, 2015]

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

Learning objectives: As a result of this course you will be prepared to:
• Apply skills for locating, selecting, and applying empirically-supported, evidence-based prevention and intervention methods appropriate for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success.
• Demonstrate ability to provide crisis prevention, planning, and intervention services.
• Discuss impact of trauma on development, learning, and school performance.
• Complete behavior intervention plans collaboratively with family members, educational staff, and outside resources, personnel, and agencies.
• Apply mediation, conflict resolution, and collaborative problem-solving skills.
• Examine the current use trend in school-based interventions.

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 15 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.

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

SW 891(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 issues, home-school-community assessment and intervention strategies, and differential diagnosis and treatment of selected child and family based special needs. This course is for MSWs who earned temporary approval for School Social Work (form 310), but have not been employed as a School Social Worker for 5-10 years after meeting their School Social Work Competency requirements.

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 15 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 the School Social Work courses, contact the MSU Distance Learning; 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 Distance Learning (517) 355-2345 or toll free 1-800-500-1554.

More of what you need to know...

- To take this course, you must meet technology requirements at http://help.d2l.msu.edu/technical-requirements.
- 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/mde/SD_SSW_CTA_444472_7.pdf or by calling the Michigan Department of Education at (517) 373-0923.
Supervision in Child & Family Services Certificate

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

In partnership with the Michigan Federation for Children and Families—a statewide association of private nonprofit child and family service agencies, 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. All courses can also be taken independently. All courses will be available online with the exception of “The Role of Leaders in Staff Retention” by the end of 2015.

<table>
<thead>
<tr>
<th>Required core courses</th>
<th>Elective courses</th>
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<tbody>
<tr>
<td>Certificate 1: The Role of Leaders in Staff Retention</td>
<td>Certificate 4: Communication Skills</td>
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<tr>
<td>6 CECHs</td>
<td>3 CECHs</td>
</tr>
<tr>
<td>Certificate 2: The Practice of Retention-Focused Supervision</td>
<td>Certificate 5: Working with Differences</td>
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<tr>
<td>3 CECHs</td>
<td>3 CECHs</td>
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<tr>
<td>Certificate 3: The First Six Months</td>
<td>Certificate 6: Recruiting and Selecting the Right Staff</td>
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<tr>
<td>3 CECHs</td>
<td>3 CECHs</td>
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Supervision Certificate #1: The Role of Leaders in Staff Retention #3821

**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 are 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:** May 15, 2015  
**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 May 5 to receive a discount. Pricing available on page 35 and online.  
**CE faculty:** Jeffrey H. Roley, MA, is branch director of child welfare services for Bethany Christian Services of Michigan.
Michigan State University School of Social Work seeks to be as accessible as possible. You can now receive social work continuing education credit at your leisure—when it is convenient for you! Save travel time and cost. It is as simple as visiting our website, clicking the program you wish to view, pressing Play, and sending in the downloadable post-test and evaluation with payment. We will mail you a certificate within four weeks of receipt of your material.

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

**One-Hour Online Clinical & Macro Programs**

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

**ONLINE COURSES • FREQUENTLY ASKED QUESTIONS**

Will my state licensing board approve online courses as an approved format for obtaining continuing education credits? All courses offered by MSU School of Social Work Continuing Education are approved by ASWB ACE. Please check with your Social Work State Board for rules and regulations regarding online continuing education, as they vary by state. If you are looking for information specific to Michigan, please visit: http://www.michigan.gov/lara/0,4601,7-154-35299_63294_27529_27554---,00.html

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

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

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

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

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

If you have questions or encounter technical difficulties, please contact us during regular business hours (517) 353-3060 or via e-mail: swkce@msu.edu.

**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
Who should attend your continuing education courses? Each course listing includes a skill level box, indicating if a course is intended for a beginning, intermediate, or advanced level. Master of Social Work practitioners unless otherwise indicated. In addition, Macro, Clinical, or both will be listed to identify the focus of the primary content. Professionals practicing, in human service and healthcare fields will benefit from attending programs described in this catalog. Courses have been designed for the licensed master’s level social worker except where noted. All courses are open to LLBSWs, LBSWs, LLMSSWs, and LMSWs practicing in both clinical and macro roles. The general public is invited to attend any of the programs listed in this catalog.

Will I earn Social Work Continuing Education Credit if I attend a program described in this catalog? MSU School of Social Work is an (ASWB) Approved Continuing Education (ACE) Provider #1136. To contact ASWB ACE, write to 400 South Ridge Parkway, Suite B, Culpeper, VA 22701, or visit www.aswb.org (approval period: June 2013–June 2016). ASWB ACE approval is recognized by the State of Michigan Board of Social Work Examiners as acceptable for social workers in Michigan. Social workers should contact their regulatory board to determine course approval for continuing education credits.

What are course completion requirements?

- **Face-to-face or live video/audio conferences**: To receive continuing education contact hours (CECHs) for programs listed in this catalog, you must arrive by the advertised starting time, and you must stay until the end of the program. In the event that you encounter an unforeseen emergency that causes you to arrive late or leave early, partial credit may be awarded at the sole discretion of the continuing education committee (and in compliance with the rules promulgated by the State of Michigan Board of Social Work and regulations of Association of Social Work Boards). If you object to the program provider’s decision regarding the award of CECHs, you are entitled to file a grievance form provided by program staff upon request within two weeks of the program end date.

- **Online Continuing Education Credit**: To receive credit for an online continuing education course, you must watch the video in its entirety and mail in the evaluation, post-test, and registration form with applicable fee. A passing score on the post-test is 75%. In the event you do not receive a passing score, you will be e-mailed at the address provided on your post-test and have 45 days from the time you submitted your original test to retake and receive a passing score. Once all materials are received, and a passing score is obtained, you will receive your certificate for the advertised CECHs for the course. You have access to material for the time period the class is scheduled. We are unable to offer additional CECHs for extra time you spend with the course material.

- **School Social Work Competency Courses**: Details can be found online: http://socialwork.msu.edu/ceu/competency_series.php. The course will include readings, discussion board postings, and quizzes which must be passed by 75%. 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.

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 or on our online registration system. You may fax or mail credit card information with your registration, or send a cash 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.

Do your registration deadline? 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 or on our online registration system. You may fax or mail credit card information with your registration, or send a cash 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.

Do you accept my credit card? 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 or on our online registration system. You may fax or mail credit card information with your registration, or send a cash 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.

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

Did you know...?

- We are able to view past courses you have taken by searching our database of the e-mail address in your customer account information. If your e-mail address or any other information about you changes, you can sign in under your old e-mail address, view your customer information, make applicable changes, and click “Update my account.” If you do not do this, you will have classes listed under multiple accounts, and confirmations may be delivered to an e-mail address that you are no longer using.

- Your satisfaction is guaranteed. If you are unhappy about an experience in one of our programs, please let us know (517) 353-3060 or complete a feedback form at: socialwork.msu.edu/ceu under “forms.”

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 or page 34, 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.

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.

In the event of inclement weather? It is unlikely MSU cancels an event due to weather. Call (517) 353-3060; the outgoing message will provide an announcement if an event is cancelled. An e-mail will also be sent to the e-mail address provided.

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.
Am I eligible for a discount?
If you meet one of the following categories, please check the box. Mail or fax this form with payment BEFORE the early registration discount date listed and attend at the reduced rate.

☐ A – MSU alumni and groups of four+  
☐ B – Retirees  
☐ C – Students  
☐ D – MSU School of Social Work faculty, field instructors, and field liaisons for 2014-2015 academic year

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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: ____________________________

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The mission of the Michigan State University School of Social Work Continuing Education Program is to help people thrive in service to their communities by offering innovative, valuable, and accessible professional development opportunities throughout the State of Michigan and beyond.

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