

SUPPORTED BY



# 2018 Child Welfare In-Service Training

for the  
Michigan Department of Health and Human Services  
& MDHHS-Contracted Private Agencies

Delivered by  
Michigan Graduate Schools of Social Work

OFFERING SOCIAL WORK CONTINUING EDUCATION CREDIT HOURS



School of Social Work



*ALL trainings  
in this catalog  
are approved  
by the MDHHS for  
in-service  
training hours*

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## Schools of Social Work

Andrews University  
Eastern Michigan University  
Ferris State University  
Grand Valley State University  
Michigan State University  
Spring Arbor University  
University of Michigan  
Wayne State University  
Western Michigan University

# Introduction

**W**orking effectively as a child welfare worker or supervisor can be challenging. Keeping families safely together, reuniting families, or supporting new loving families requires a well-trained child welfare workforce. A professional needs to have extensive knowledge about child development, family dynamics, culture and community, trauma, evidence-based or promising approaches to helping children and families, and so much more. In addition to knowledge, multiple skills are required to assure child safety, promote permanency planning, and support the well-being of children and families. Gaining this knowledge and skills requires both initial professional education and training as well as an ongoing commitment to learning and improving. This is important work as child welfare professionals have the opportunity to save and transform lives by significantly helping children and families.

That is why we are pleased to present this in-service training catalog—the product of a dynamic partnership among nine Michigan schools of social work with MSW programs and the Michigan Department of Health and Human Services (MDHHS). We appreciate the commitment and support of MDHHS Director Nick Lyon and his Children’s Services Agency leadership team: Dr. Herman McCall, Stacie Bladen, and Doug York. A special thanks to the training team leaders Stacie Gibson, Laura Schneider, and Kimberly Reese for their partnership.

Each training is supported by a school of social work. Questions about individual trainings should be directed to the sponsoring school. With the support of MDHHS, we are able to offer these sessions free of charge for child welfare workers and supervisors. Multiple human service and educational professionals who also serve the families involved with the child welfare system may find the trainings of interest; many of the training topics will have applicability beyond child welfare practice. Each training is or will be approved for social work continuing education credit hours.

Thank you for your interest and support.

Sincerely,

Gary R. Anderson, PhD, LMSW, Professor  
Kadi M. Prout, LMSW, In-Service Project Coordinator  
MSU School of Social Work

**“Child welfare isn’t rocket science. It is harder.”**

—David Liederman, former director of the  
Child Welfare League of America

These child welfare trainings are offered **FREE OF CHARGE** for MDHHS child welfare workers and supervisors and MDHHS-contracted private agencies’ child welfare workers and supervisors on a **FIRST COME, FIRST SERVE BASIS.**

◆ ◆ ◆ ◆ ◆  
**REGISTRATION** for each training will close once the 35-person capacity has been reached.

**If you register and know in advance you cannot attend, you must contact the university so your slot can be offered to another individual.**

◆ ◆ ◆ ◆ ◆  
This Child Welfare In-Service Training initiative was made possible through a grant from the Michigan Department of Health and Human Services.

# FAQs

**1 As a child welfare worker or supervisor, how many in-service training hours do I need to complete?** All public and private child welfare staff are required to complete 32 hours of in-service training each calendar year (January through December). This includes caseload carrying and other child welfare staff with specialized and supportive positions to CPS, foster care, and adoption. Additionally, child welfare supervisors are required to obtain 16 hours of in-service training each fiscal year.

**2 How do I record these in-service training hours to show that I am meeting this requirement?** Add the training to the Department of Health and Human Services (MDHHS) Learning Management System (LMS) as external training. Your supervisor will receive an email to approve it to be added to your transcript.

**3 I see that each training in this catalog has a curriculum reference. What does this mean?** Child welfare workers have the opportunity to attend training each year that is based upon a curriculum developed in partnership with the MDHHS Office of Workforce Development and Training, and the field. A worker should have the opportunity to sit down with her/his supervisor regularly to assess which trainings would be most beneficial and most relevant to her/his caseload so that training progress is pre-planned and helps the worker advance professionally. The LMS website includes a tool called “Create Employee Training Plan CWTI” that can assist with this effort.

**4 Do I register to attend the training with the university that is hosting the training or through the MDHHS Learning Management System (LMS)?** In order to register to attend a training, you should follow the registration instructions found in this catalog. In order to record your in-service training hours with the MDHHS Office of Workforce Development and Training, please follow the directions found in FAQ 2.

**5 Is it true, I can attend any in-service training listed in this catalog for FREE?!** Yes! The child welfare in-service trainings provided through this collaborative effort are FREE OF CHARGE for child welfare workers and supervisors—both MDHHS and contracted private agencies—on a first come, first serve basis. These trainings are eligible for social work continuing education credit hours, too! Happy training!

In addition to the in-person training listed in this catalog,  
webinars are offered through Michigan State University.

See pages 21-24.

MICHIGAN STATE  
UNIVERSITY

School of Social Work



## Assessing the Client and Their Environment to Build on Strengths

**Curriculum:** MiTEAM principles (Teaming, Engagement, Assessment, and Mentoring):  
Assessment of a family's functioning, resourcefulness, and resiliency.

**Date/time:** Friday, March 9, 2018 • 9:00 AM – 12:15 PM  
**Location:** Andrews University, Chan Shun Hall, Whirlpool Room  
 4185 E. Campus Circle Drive, Berrien Springs, MI 49104

**Social Work CECHs:** 3 hours • Approval pending  
**Cost:** Free to all MDHHS and private agency child welfare workers; \$45 all others; \$15 for students  
**Presenter:** **Alina Baltazar, PhD, LMSW, CFLE**

- Training objectives:** As a result of this training, participants will be prepared to:
- Describe what Person in Environment (PIE) is and how it applies to the assessment of family functioning.
  - Assess the environment and its impact on the family, while also considering variables such as the family's social, political, familial, spiritual, and economic status.
  - Assess for family's strengths in response to their environment.

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**Beginning skill level**  
**Target audience:**  
 ✓ Children's Protective Services Workers  
 ✓ Foster Care Workers  
 ✓ Adoption Workers

**Description:** The purpose of this training is to teach how to assess a client and family within their environmental context in order to improve the family's functioning, resourcefulness, and resiliency. We will discuss how the Person in Environment theory can be applied during the assessment process and how this information can build on the family's strengths, leading to the best goals, interventions, and referrals for that family. This training will utilize role playing, small and large group discussions, and visual displays.



## What the Behavior of Our Youth Is Telling Us

**Curriculum:** Mental and behavioral health: Understanding emotional and mental health concerns of youth.

**Date/time:** Friday, April 20, 2018 • 9:00 AM – 12:15 PM  
**Location:** Berrien County Health Department, Conference Room  
 2149 E. Napier Avenue, Benton Harbor, MI 49022

**Social Work CECHs:** 3 hours • Approval pending  
**Cost:** Free to all MDHHS and private agency child welfare workers; \$45 all others; \$15 for students  
**Presenter:** **Kendell Casey, LMSW**

- Training objectives:** As a result of this training, participants will be prepared to:
- Understand the relationship between behaviors and the emotional and mental health needs of youth.
  - Recognize the differences between intentional misbehavior and behavior as a stress response.
  - Identify risks and protective factors affecting emotional and mental health well-being in youth.
  - Utilize evidence-based interventions to address emotional and mental health concerns and develop ways to help build resiliency.

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**Beginning skill level**  
**Target audience:**  
 ✓ Children's Protective Services Workers  
 ✓ Foster Care Workers  
 ✓ Adoption Workers

**Description:** This training will focus on adolescents whose behaviors are disruptive in multiple domains, potentially disrupting home or foster care placements and often leading to involvement in the juvenile justice system. Behavioral patterns in youth serve as a form of communication, and misbehavior is not always willful. Learning what their behavior is telling us about their emotional well-being and mental health can help us to respond more effectively with the most appropriate intervention. Attendees will learn risks and protective factors influencing emotional and mental health among adolescents, along with strategies to respond effectively to build resiliency. This training will utilize exercises, large group discussion, and visual displays.



## Minimizing Trauma for Children in Care by Engaging Birth Families

**Curriculum:** Trauma and crisis management:

Minimizing trauma for children during the removal and placement process.

**Date/time:** Friday, May 18, 2018 • 9:00 AM – 12:15 PM

**Location:** Bethany Christian Services, 6687 Seeco Drive, Kalamazoo, MI 49009

**Social Work CECHs:** 3 hours • Approval pending

**Cost:** Free to all MDHHS and private agency child welfare workers; \$45 all others; \$15 for students

**Presenter:** Mandy Taylor, BSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify how trauma experiences affect the brain in both children and adults.
- Understand the importance of working with birth families during removal and throughout a case to minimize trauma.
- Build strategies to work with birth families.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** At times it can be difficult to communicate well with birth families in the child welfare system. Their own personal traumas and misunderstandings of the system make it hard to connect with them and, therefore, their collaboration and involvement with the system is sometimes limited. This training will build an understanding of the birth family's perspective, look at strategies to engage them in services, and create an understanding of their child's trauma behaviors to educate and support them. This training will focus on the important role that birth families can have in minimizing trauma for their children during the removal and placement process and during their duration in care. This training will utilize exercises, small and large group discussions, and visual displays.



## Ensuring Permanency by Enhancing Secure Attachments

**Curriculum:** Permanency: Techniques to promote attachment and bonding.

**Date/time:** Friday, August 24, 2018 • 9:00 AM – 12:15 PM

**Location:** Andrews University, Chan Shun Hall, Whirlpool Room

4185 E. Campus Circle Drive, Berrien Springs, MI 49104

**Social Work CECHs:** 3 hours • Approval pending

**Cost:** Free to all MDHHS and private agency child welfare workers; \$45 all others; \$15 for students

**Presenter:** Jill Vander Bent, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Understand why secure attachments are the foundation for ensuring permanency.
- Recognize the important role that the children, families, siblings, and birth parents have in developing secure attachments.
- Utilize strategies to increase the development of secure attachments.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** This training will talk about the importance of permanency for children being placed in foster care and adoption. This training will explore how and why attachment is an essential factor in ensuring child safety, security, and trust. We will talk about attachment as the foundation for secure relationships to develop, deepen, and to last. We will discuss how attachment does not happen easily and on its own, but how it takes work on the part of the parents, child, and siblings. We will explore and discuss how open adoptions can help or hinder secure attachments. Participants will learn six strategies to encourage children and families to use in order to help build and strengthen secure and loving attachments. This training will utilize role playing, exercises, games, small and large group discussions, and visual displays.



## Why Microaggressions Matter in Child Welfare

**Curriculum:** Cultural humility/cultural competence: Understanding one's personal values and beliefs and their relationship to cultural identity and practice.

**Date/time:** Friday, September 21, 2018 • 9:00 AM – 12:15 PM

**Location:** Andrews University, Chan Shun Hall, Whirlpool Room  
4185 E. Campus Circle Drive, Berrien Springs, MI 49104

**Social Work CECHs:** 3 hours • Approval pending

**Cost:** Free to all MDHHS and private agency child welfare workers; \$45 all others; \$15 for students

**Presenter:** Shannon Trecartin, PhD, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Describe and recognize microaggressions common in child welfare settings.
- Understand the research links between experiences of microaggressions and physical and mental health.
- Identify and practice strategies to become more self-aware about implicit biases and how they can affect clients.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Microaggressions occur when someone experiences either intentional or unintentional slights that send negative messages related to the group(s) he/she belongs to. These groups are often served by child welfare service workers and include, but are not limited to, people of color, LGBT+ groups, women, immigrants, and individuals in poverty. In this training, participants will learn about the effects of microaggressions on vulnerable populations. The presenter will define microaggression and apply a theoretical taxonomy to child welfare recipients. A summary of research findings on the relationships between microaggressions and physical and mental health will be presented. Participants will be able to practice and identify strategies to create more self-awareness about the implicit biases that can lead to microaggressions. This training will utilize role playing, exercises, small and large group discussions, and visual displays.

**How to register:** Use the registration form at [www.andrews.edu/cas/socialwork/continuing](http://www.andrews.edu/cas/socialwork/continuing). Download the form, scan, and email it to [swceu@andrews.edu](mailto:swceu@andrews.edu).

**Contact:** Anita González

**Email:** [swceu@andrews.edu](mailto:swceu@andrews.edu)

**Phone:** 269-471-6196

**Website:** [www.andrews.edu/socialwork](http://www.andrews.edu/socialwork)



## Infant Mental Health: The Importance of Attachment

**Curriculum:** Infant mental health: The importance of bonding/attachment.

**Date/time:** Friday, April 13, 2018 • 9:00 AM – 12:15 PM

**Location:** EMU-Livonia, 38777 W. Six Mile Road, Suite 400, Livonia, MI 48152

**Social Work CECHs:** 3 hours

**Cost:** Free to all MDHHS and private agency child welfare workers; \$95 all others

**Presenter:** Sarah Shea, PhD, LMSW, IMH-E® (IV)

**Training objectives:** As a result of this training, participants will be prepared to:

- Describe the central role of attachment in overall development.
- Describe both insecure and secure attachment types and their associated relational behaviors.
- Identify ways to support caregivers in creating a secure attachment with infants and toddlers.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Learn about the importance of developing a secure attachment during infancy/early childhood and the implications of attachment security for all areas of development. Explore both secure and insecure attachment types including how such attachment types are fostered via the caregiving styles of parents and how such attachment types are expressed in children's attachment seeking behaviors. This training will utilize large group discussions and visual displays.



## Supervisor and Agency Opportunities: Increase Retention and Decrease Vicarious Trauma and Emotional Pain

**Curriculum:** Secondary trauma: Witnessing trauma in the workplace; self-care for workers; compassion fatigue and how to recognize it; combat burnout and manage stress.

**Date/time:** Friday, April 20, 2018 • 9:00 AM – 4:30 PM

**Location:** EMU-Livonia, 38777 W. Six Mile Road, Suite 400, Livonia, MI 48152

**Social Work CECHs:** 6 hours (including 2 hours/pain) • Pending MICEC-0031

**Cost:** Free to all MDHHS and private agency child welfare workers; \$122 all others

**Presenter:** Tana Bridge, PhD, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Recognize those events and venues for compassion fatigue/vicarious trauma exposure.
- Understand the impact compassion fatigue/vicarious trauma on job performance, personal coping, and job satisfaction.
- Identify employee and agency factors that place workers at greater risk for compassion fatigue/vicarious trauma.
- Identify management/supervisory opportunities and responsibility to decrease vicarious trauma impact and improve the work environment.
- Recognize prevention strategies.
- Articulate next steps in building culture and practices for worker retention and sustainability.

**Beginning skill level**

**Target audience:**

- ✓ Supervisors
- ✓ Administrators

**Description:** It is understood that vicarious trauma is an occupational hazard that often leads to lack of job satisfaction, lack of job productivity, and an increase of psychological and emotional pain. Learn to recognize risk factors for employees as well as indicators of vicarious trauma and burnout. Get skills to decrease risk and increase opportunities for an improved work environment. This training will utilize exercises, small and large group discussions, and visual displays.

**How to register:** Visit [www.emich.edu/socialworkce](http://www.emich.edu/socialworkce)

**Contact:** Elena O'Connor Phone: 734-487-4926 Email: [eoconnor@emich.edu](mailto:eoconnor@emich.edu)



## Secondary Trauma: Witnessing Trauma in the Workplace



**Curriculum:** Secondary trauma: Witnessing trauma in the workplace.

**Date/time:** **Friday, June 1, 2018** • 9:00 AM – 12:15 PM

**Location:** **FSU West Campus Community Center**  
1414 Family Drive, Big Rapids, MI 49307

**Social Work CECHs:** 3 hours • Approval pending

**Cost:** Free to all MDHHS and private agency child welfare workers and FSU field instructors

**Presenters:** **Joanie Hazelton, LMSW**  
**Dana Holcomb, LLMSW**

**Training objectives:** As a result of this training, participants will be prepared to:

- Recognize the symptoms and characteristics of secondary trauma.
- Identify the impact secondary trauma has on child welfare staff and what agencies can do to provide effective supervision and leadership in order to support staff.
- Develop concrete strategies for child welfare staff to prevent and address secondary trauma.

**Beginning skill level**

**Target audience:**

- ✓ **Children's Protective Services Workers**
- ✓ **Foster Care Workers**
- ✓ **Adoption Workers**

**Description:** This training is designed to help CPS, foster care, and adoption workers (as well as supervisors) to learn about the symptoms and characteristics of secondary trauma. Due to the nature of child welfare, staff frequently struggle with the effects of secondary trauma, which if left unaddressed, can lead to burnout. This training will discuss the impact that secondary trauma has on staff as well as provide information on methods of supportive and effective supervision aimed at decreasing levels of secondary trauma. Finally, this training will assist child welfare staff to develop concrete strategies to prevent and address secondary trauma. This interactive training will utilize exercises, small and large group discussions, and visual displays.

**How to register:** Contact Dana Holcomb or Joanie Hazelton

**Phone:** 231-995-1715

**Email:** DanaHolcomb@ferris.edu or JoanieHazelton@ferris.edu



## The Power of Kinship Care: The Challenges of Strengths-based Assessment

**Curriculum:** Placement: Relatives/grandparents as caregivers.

**Date/time:** Friday, March 2, 2018 • 8:45 AM – 12:00 PM

**Location:** GVSU Pew Campus, Bicycle Factory  
201 Front Avenue SW, Grand Rapids, MI 49504

**Social Work CECHs:** 3 hours • Approval #MICEC-0004

**Cost:** Free to all MDHHS and private agency child welfare workers; \$49 all others

**Presenter:** Jill Worrall, PhD

**Training objectives:** As a result of this training, participants will be prepared to:

- Distinguish critical intergenerational issues related to permanency for children in need of kinship care.
- Expand assessment, and planning skills to assure for the safety and well-being of the child in kinship care.
- Understand the importance of inclusive care processes found in community-based multidisciplinary work necessary to support the child and kinship caregiver.

**Beginning, intermediate, and advanced skill levels  
Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Grandparents raising grandchildren and family members caring full-time for related children are not new phenomena. Kin caregivers are frequently called upon to care for children after they have been subjected to abuse, neglect, or unsatisfactory living conditions. It is not surprising that many children experience physical and psychological problems and learning difficulties. It is the role of the state to promote the establishment of services and policies that ensure the safety of children who are in need of care and protection. When a child is placed with kin, many systems (medical, legal, education, mental health) converge, and the worker must coordinate cross-discipline services to support the needs of the kin caregiver and the child. While it is argued that the use of kin usually affords the least disruptive environment, it is essential that the strengths of the family be assessed to assure for the safety and development of the child. Beyond meeting regulatory requirements set out by law, what are the key practice issues when considering family assessments, supervision, and support for kin care? In addition, workers must assure that assessments respect cultural differences found within families caring for kin. This training will examine the current debates in kinship care by discussing current research and promising practice information concerning kinship care. This training will utilize exercises, small and large group discussions, and visual displays.

Dr. Jill Worrall is being sponsored by the Lake Michigan College Foundation.

**How to register:** Visit [www.gvsu.edu/swce](http://www.gvsu.edu/swce)

**Contact:** Leslie Bateman

**Phone:** 616-331-7180

**Email:** [socialworkce@gvsu.edu](mailto:socialworkce@gvsu.edu)



## Broken...But Fixable: Assessing and Addressing the Cost of Your Work

**Curriculum:** Secondary trauma: Self-care for workers.

**Date/time:** Thursday, May 17, 2018 • 8:45 AM – 12:00 PM

**Location:** GVSU Pew Campus, Bicycle Factory  
201 Front Avenue SW, Grand Rapids, MI 49504

**Social Work CECHs:** 3 hours • Approval #MICEC-0004

**Cost:** Free to all MDHHS and private agency child welfare workers; \$49 all others

**Presenter:** Shyra Williams, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Recognize the signs, contributing factors, and differences between vicarious trauma and compassion fatigue.
- Use personal assessment tools to identify what aspects of themselves may show evidence of vicarious trauma.
- Apply practical strategies to address and transform their vicarious trauma.

**Beginning, intermediate, and advanced skill levels  
Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Whether it is your first day on the job or you have been working in the field for a decade, if you work with traumatized individuals, there is a cost to you in doing your work. Come take a few hours to explore and assess how this work has impacted you and learn new practical strategies to address and transform your vicarious trauma. This training will utilize exercises, small and large group discussions, and visual displays.



## Navigating Higher Education for Youth Exiting Foster Care or Adopted from Foster Care

**Curriculum:** Education issues: Navigating higher education with youth.

**Date/time:** Friday, June 22, 2018 • 8:45 AM – 12:00 PM

**Location:** GVSU Pew Campus, Bicycle Factory  
201 Front Avenue SW, Grand Rapids, MI 49504

**Social Work CECHs:** 3 hours • Approval #MICEC-0004

**Cost:** Free to all MDHHS and private agency child welfare workers; \$49 all others

**Presenter:** Stacey Goodson, BA

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify resources available for current/former foster youth to financially provide for higher education.
- Understand how to navigate and encourage current/former foster youth to attend higher education.
- Identify tangible solutions for (former) foster parents to support them with their child's education needs.

**Beginning skill level**

**Target audience:**

- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** This training will assist and guide child welfare staff in identifying resources for youth who are currently in foster care or who were adopted from foster care, for higher education. This training will also help to identify financial resources for higher education. This training will utilize small and large group discussions and visual displays.



## Building College Success for Youth Exiting the Foster Care System\* #607-18

**Curriculum:** Education issues: Navigating higher education with youth.

**Date/time:** Thursday, March 22, 2018

Registration 12:30 PM • Program 1:00 PM – 4:15 PM

**Location:** The Conference Center at Saginaw Valley State University

7400 Bay Road, University Center, MI 48710-0001

**Social Work CECHs:** 3 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Cost:** Free to all MDHHS and private agency child welfare workers; all others check online for pricing, <https://socialwork.msu.edu/ceu/catalog.php>

**Presenter:** Vanessa Brooks Herd, EdD, MSW

**Training objectives:** As a result of this training, you will be prepared to:

- Understand the evidence-based research related to youth in transition domains of need.
- Describe the developmental tasks of youth in transition.
- Identify components of campus-based programs for youth in transition.

Beginning and intermediate skill levels

Target audience:

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Most youth in transition face challenges in one or more of the following domains: housing, financial literacy, mental health, employment and education. Colleges and universities are uniquely situated to assist in building structures of success and thus guide young people to personal and professional achievement. In this training, you will learn about the evidence-based research related to youth in transition and the unique needs presented. In addition, you will learn about the developmental tasks related to this population. You will also explore the components essential to successful campus-based programs for youth in transition. This training will utilize exercises, small and large group discussions, and visual displays.



## Assessment and Treatment Strategies for Opioid Dependence and Pain Management\* #609-18

**Curriculum:** Substance abuse: Sharpening assessment skills, and how to recognize signs/symptoms.

**Date/time:** Thursday, July 26, 2018

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

**Location:** Great Lakes Summer Institute, Great Wolf Lodge

3575 North US-31, Traverse City, MI 49684

**Social Work CECHs:** 3 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Cost:** Free to all MDHHS and private agency child welfare workers; all others check online for pricing, <https://socialwork.msu.edu/ceu/catalog.php>

**Presenter:** Rhonna Nelson, LMSW, ACSW, CAADC, PC

**Training objectives:** As a result of this training, you will be prepared to:

- Identify at least five components of a comprehensive assessment, inclusive of pain management needs, to facilitate diagnosis, treatment planning, and the recovery process.
- Identify the mind/body connection with heroin/opioid addiction/compulsion and the impact on treatment planning and implementation.
- Develop and maintain a treatment/recovery plan.

Beginning and intermediate skill levels

Target audience:

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** The abuse of and addiction to opioids such as heroin, morphine, and prescription pain relievers is a significant and serious issue that continues to affect the health, social, and economic welfare of all individual and families across the U.S. In this training, you will learn about the importance of an appropriate and comprehensive diagnosis to determine treatment interventions. In addition, you will learn about how pain management, prevention, education, community involvement, family history, and trauma experiences impact the client's ability to participate in their personalized recovery program. Level of care and determination of medication interventions will be addressed. This training will utilize exercises, small and large group discussions, and visual displays.



## Understanding Trauma in Transgender and Gender Non-conforming Children and Youth\* #610-18

**Curriculum:** Cultural humility/cultural competence: Supporting LGBTQ youth.

**Date/time:** Thursday, July 26, 2018

Registration 12:45 PM • Program 1:15 PM – 4:30 PM

**Location:** Great Lakes Summer Institute, Great Wolf Lodge

3575 North US-31, Traverse City, MI 49684

**Social Work CECHs:** 3 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Cost:** Free to all MDHHS and private agency child welfare workers; all others check online for pricing, <https://socialwork.msu.edu/ceu/catalog.php>

**Presenter:** Susan Radzilowski, LMSW

**Training objectives:** As a result of this training, you will be prepared to:

- Describe four risk factors experienced by transgender youth and how they correlate with trauma.
- Learn strategies to advocate for more welcoming schools and agencies to mitigate retraumatizing transgender and gender non-conforming children and youth who reach out for services.
- List specific mental health strategies to use with transgender youth and gender non-conforming children and their families following traumatic events including community trauma.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** In this training, you will learn working definitions of terms, including: Transgender, Gender Identity, Gender Expression, Intersex, Gender Nonconforming, Non-Binary, Intersex, the Continuum of Gender, Gender Transition, and Ally. Language and terminology will be examined with emphasis on using affirming language and avoiding offensive terminology. You will examine multiple risk factors that lead to trauma in transgender and gender non-conforming children and youth from a solution-focused lens and ways these traumatic incidents adversely impact transgender individuals and their families. You will also learn about specific mental health strategies that may be used to address trauma in children and adolescents who are transgender or gender non-conforming. Finally, you will explore specific strategies for advocating for youth within schools, communities and families to improve youth mental health, health, and educational outcomes, and to support familial bonds to reduce the prevalence of bullying, family dissolution, and other traumatic events. This training will utilize exercises, small and large group discussions, and visual displays.

**\*We are Going Green!** In the spirit of going Spartan "Green," we will not be distributing printed materials during our in-person events. Instead, we have developed a resource webpage that will host materials such as the PowerPoint presentations, and resources. The link to this page will be emailed to you prior to the training.

We will provide lined paper to take notes on at the program event; however, if you prefer to have the PowerPoint or any of the materials in front of you, please ensure you print them prior to your arrival.

We encourage participants to bring electronic devices to refer to the handouts link if you do not wish to print them ahead of time.

Please charge your electronic devices prior to arrival.

**How to register for in-person training:** **Online at [socialwork.msu.edu/ce](https://socialwork.msu.edu/ce)**

**Contact:** Mary Aymor

**Phone:** 517-353-3060

**Email:** [swkce@msu.edu](mailto:swkce@msu.edu)



## Watch Out! It's Coming: Secondary Trauma and What to Do About It

**Curriculum:** Secondary trauma: Self-care for workers.

**Date/time:** Monday, March 19, 2018 • Program 9:00 AM – 12:15 PM

**Location:** Spring Arbor University  
2620 Horizon Drive SE, Suite 200, Grand Rapids, MI 49546

**Social Work CECHs:** 3 hours • Approval pending

**Cost:** Free to all MDHHS and private agency child welfare workers; \$65 all others

**Presenter:** Emily Dixon, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Define secondary trauma and trauma stewardship and understand their importance in the field of child welfare.
- Identify warning signs of secondary trauma and assess personal risk.
- Formulate a personal action plan to improve effectiveness in their field work.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Trauma exposure is inevitable in the field of child welfare. Exposure to trauma changes people. This training will focus on the charge social workers have to ensure proper self-reflection and self-care. Workers will understand the significant impact that secondary trauma has on their perception of the world around them and on work with clients experiencing trauma. Workers will conduct a self-assessment and move toward identifying personal solutions to handling secondary trauma. This training will utilize exercises and small and large group discussions.



## Working with Children and Families of Diversity in Home-based Settings

**Curriculum:** Cultural humility/cultural competence.

**Date/time:** Friday, May 18, 2018 • Program 9:00 AM – 12:15 PM

**Location:** Spring Arbor University  
2620 Horizon Drive SE, Suite 200, Grand Rapids, MI 49546

**Social Work CECHs:** 3 hours • Approval pending

**Cost:** Free to all MDHHS and private agency child welfare workers; \$65 all others

**Presenter:** Sherita M. Jahaziel, MSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Understand basic concepts of working with diversity in a home-based environment.
- Engage in discussion on rapport building with diverse children and families.
- Evaluate best practices in working with diverse children and families.
- Understand the theory and practice of cultural intelligence.
- Apply evidence-based practice regarding diversity and working through differences in a home-based setting.

**Beginning skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** This training will provide an overview of the literature on evidence-based practice, cultural intelligence, and the importance of diversity in home-based work with children and families. Participants will learn how to apply social work ethical best practices in working with diverse children and families. The training will provide an opportunity for case discussion, analysis, and role play to provide application of skills in home-based work with diverse children and families. This training will utilize role playing, exercises, small and large group discussions, and visual displays.

**How to register:** Contact Peter Lauber, PhD, LMSW

**Phone:** 231-421-3491

**Email:** Peter.Lauber@arbor.edu



## More Than They Signed Up For: Helping Foster Parents Understand and Meet Children's Attachment Needs

**Curriculum:** Placement: Working with foster/adoptive families to mitigate tough issues/situations.

**Date/time:** Monday, April 23, 2018 • Program 1:00 PM – 4:15 PM

**Location:** U-M School of Social Work, 1080 South University, Ann Arbor, MI 48109

**Social Work CECHs:** 3 hours • Approved

**Cost:** Free to all MDHHS and private agency child welfare workers; \$65 all others

**Presenter:** Julie Ribaudo, LMSW, ACSW, IMH-E IV

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify the factors that contribute to foster parents' capacity to meet the needs of children in foster care.
- Describe strategies for conveying why a felt sense of safety is so important for foster children.
- Describe strategies for assisting and supporting foster parents in meeting the needs of their foster children.

Intermediate skill level  
Target audience:  
✓ Foster Care Workers

**Description:** Foster parents often assume that caring for their foster child will be similar to raising children who have always lived in a safe, stable home. The sheer determination and work that it takes to help a maltreated child begin to feel safe is often shocking and overwhelming to the family. This training will consider the ways we can train and support foster parents to decode, understand, and meet the deep need for human connectedness and felt safety that children residing in foster care require. This training will utilize exercises, small and large group discussions, and visual displays.



## Understanding Emotional and Mental Health Concerns of Youth

**Curriculum:** Mental and behavioral health: Understanding emotional and mental health concerns of youth.

**Date/time:** Friday, May 18, 2018 • Program 9:00 AM – 12:15 PM

**Location:** U-M School of Social Work, 1080 South University, Ann Arbor, MI 48109

**Social Work CECHs:** 3 hours • Approved

**Cost:** Free to all MDHHS and private agency child welfare workers; \$65 all others

**Presenters:** Cristina Bares, PhD, MSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Describe the continuum of normative adolescent development and identify when and why mental health problems develop in children and adolescents.
- Describe the prevalence of emotional and mental health disorders in children and youth.
- Apply evidence-based strategies for working with children and adolescents experiencing emotional and mental health concerns.

Beginning skill level  
Target audience:  
✓ Children's Protective Services Workers  
✓ Foster Care Workers  
✓ Adoption Workers

**Description:** In the field of child welfare, a worker may encounter a child or adolescent who has emotional and/or mental health concerns. There is a need to understand the normative development of children and youth as well as how biopsychosocial risk factors that exist in various systems important for development impact the onset of emotional and mental health disorders. Given the prevalence of these disorders, it is important to understand strategies to engage and support the client and their natural support systems. This training may utilize role playing, exercises, games, small and large group discussions, and visual displays.



## From Stress to Satisfaction: Healing Vicarious Trauma, Building Resilience, and Promoting Growth in the Workplace

**Curriculum:** Secondary trauma: Self-care for workers.

**Date/time:** Thursday, June 14, 2018 • Program 2:00 PM – 5:15 PM

**Location:** U-M School of Social Work, 1080 South University, Ann Arbor, MI 48109

**Social Work CECHs:** 3 hours • Approved

**Cost:** Free to all MDHHS and private agency child welfare workers; \$65 all others

**Presenter:** Carryn Lund, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Define and describe vicarious trauma and secondary traumatic stress. In addition, participants will further their understanding of how their own histories, identities, and unique ways of responding to stress may present particular protective or risk factors.
- Apply behavioral, contemplative, and cognitive skills that are supported by research to help build resilience.
- Identify opportunities for growth related to trauma and stress in daily work.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Social work can be a demanding and challenging field with significant exposure to stressors and traumas that leave social workers at high risk for vicarious trauma. In addition, many social workers have high levels of empathy and, at times, histories of exposure to traumas themselves that can leave them vulnerable for burnout or secondary traumatic stress. Yet, recent focus on resilience and post-traumatic growth has helped us see unique opportunities present for growth in social work. This workshop will cover the recent literature supporting the benefits of building resilience for social work. Participants will learn concrete skills they can use in the work place to help find joy and satisfaction in the work and to buffer against the risk for traumatic stress. This training will utilize small and large group discussions and visual displays.

**How to register:** Online at [ssw.umich.edu/r/conted](http://ssw.umich.edu/r/conted)

**Contact:** Alia Wesala, LMSW

**Email:** [ssw.conted@umich.edu](mailto:ssw.conted@umich.edu)

**Phone:** 734-763-5723



## Parenting Under Siege: The Effects of Domestic Violence on Early Parenting Beginning in Pregnancy

**Curriculum:** Trauma and crisis management: Effects of abuse and neglect on children; minimizing trauma for children during the removal and placement process; safety planning with a family in crisis; domestic violence and threatened harm; trauma, grief, and loss.

**Date/time:** Friday, March 16, 2018 • Program 9:00 AM – 12:15 PM

**Location:** WSU Macomb Education Center, 16480 Hall Road, Clinton Township, MI 48038

**Social Work CECHs:** 3 hours • Approval #MICEC-0058

**Cost:** Free to all MDHHS and private agency child welfare workers; \$30 all others

**Presenter:** Carolyn Joy Dayton, PhD, LP, LMSW, IMH-E® (IV)

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify the psychological tasks of pregnancy for mothers and fathers and the implications of these tasks for the development of the parent-infant relationship.
- Understand the importance of the parent-child relationship beginning in pregnancy on parent and child social-emotional outcomes.
- Utilize trauma-informed care in assessing and supporting parents and young children.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** This training will describe the normative psychological and social-emotional tasks of pregnancy for expectant mothers and fathers. We will then consider the case of domestic violence during pregnancy and its effects on maternal, paternal, and child health and relationship outcomes. The critical role of secure caregiver-child relationships in mitigating the effects of violence exposure will be highlighted. This training will utilize small and large group discussions and visual displays.



## The 3 R's – Relevance, Responsibility, and Relationships

**Curriculum:** Education issues: Understanding a foster child's rights in education/special education; understanding a child's rights through the McKinney-Vento Act; navigating higher education with youth; preschool/early education and child welfare services; navigating the special education system for children with disabilities.

**Date/time:** Friday, April 13, 2018 • Program 9:00 AM – 12:15 PM

**Location:** WSU Macomb Education Center, 16480 Hall Road, Clinton Township, MI 48038

**Social Work CECHs:** 3 hours • Approval #MICEC-0058

**Cost:** Free to all MDHHS and private agency child welfare workers; \$30 all others

**Presenter:** Susan H. Rogers, LMSW, ACSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Understand the meaning and rationale of the special education laws in Michigan.
- Learn about the scope of special education services from birth to age 26 and accessing information about special education services.
- Identify the roles of stakeholders in special education programs, including parents/caregivers, staff, students, and the community.
- Meeting the needs of students with disabilities with a successful special education system.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** The special education system is designed to support students with disabilities from birth to age 26 in Michigan. This training will provide meaning to the ever-changing laws, policies, interventions, and programming that make up the special education system. This training will promote understanding of how the special education system is designed to assist students in achieving their highest potential. Included in this will be discussion of the issues that impact the special education system. This training will utilize small and large group discussions and visual displays.



## Pain Reduction Through the Understanding of the Effects of Trauma

**Curriculum:** Trauma and crisis management; Effects of abuse and neglect on children; minimizing trauma for children during the removal and placement process; safety planning with a family in crisis; domestic violence and threatened harm; trauma, grief, and loss.

**Date/time:** Friday, April 20, 2018 • Program 9:00 AM – 12:15 PM

**Location:** WSU Macomb Education Center, 16480 Hall Road, Clinton Township, MI 48038

**Social Work CECHs:** 3 hours • Approval #MICEC-0058

**Cost:** Free to all MDHHS and private agency child welfare workers; \$30 all others

**Presenter:** Cassandra J. Bowers, PhD, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Recognize the impact of trauma systems and disorders.
- Recognize the nature of traumatic experiences are inherently complex.
- Recognize the existence of indirect trauma in their work.
- Understand the influence of personal, client, professional, and organizational variables on the risk of indirect trauma.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** "Trauma results from adverse life experiences that overwhelm an individual's capacity to cope and to adapt positively to whatever he or she faces." (Van Kolk, 1996). Trauma exposure's lasting impact represents a combination of the event and the subjective thoughts and feelings it engenders. An event becomes traumatic when its adverse effect produces feelings of helplessness, lack of control, and thoughts that one's survival may possibly be in danger. This session will provide the opportunity of those working in traumatic environments to not only understand but to recognize the impact of trauma on themselves and ultimately their consumers. This training will utilize small and large group discussions and visual displays.

**How to register:** Visit <http://socialwork.wayne.edu/continuing-education/>

**Contact:** Lauree A. Emery, PhD, LMSW

**Phone:** 313-577-9348

**Email:** ce\_ssw@wayne.edu



## Suicide Prevention Among Youth Involved in the Child Welfare System

**Curriculum:** Mental and behavioral health: Suicide prevention and how to coach foster parents on prevention strategies.

**Date/time:** Friday, March 16, 2018 • Program 8:45 AM – 12:00 PM

**Location:** WMU College of Health & Human Services  
1240 Oakland Drive, Kalamazoo, MI 49008

**Social Work CECHs:** 3 hours • Approval #MICEC-0060

**Cost:** Free to all MDHHS and private agency child welfare workers; \$55 all others

**Presenter:** Bridget E. Weller, PhD

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify both risk factors and warning signs of potential suicidal behaviors.
- Communicate with someone who may be experiencing suicidal thought.
- Identify evidence-informed practices that have been found to be effective for individuals who experience suicidal thoughts.

**Beginning skill level**

**Target audience:**

- ✓ Foster Care Workers

**Description:** This training will focus on suicide prevention among youth involved in the child welfare system. This training will provide practical information on assessment and intervention. This training will use role playing and small group discussion.



## Helping Families with a Parent with Mental Illness

**Curriculum:** Mental and behavioral health: Working with parents coping with mental illness.

**Date/time:** Friday, March 23, 2018 • Program 8:45 AM – 12:00 PM

**Location:** WMU College of Health & Human Services  
1240 Oakland Drive, Kalamazoo, MI 49008

**Social Work CECHs:** 3 hours • Approval #MICEC-0060

**Cost:** Free to all MDHHS and private agency child welfare workers; \$55 all others

**Presenter:** Jennifer Harrison, PhD, LMSW, CAADC

**Training objectives:** As a result of this training, participants will be prepared to:

- Develop an understanding of the historical approaches to mental health treatment and recovery in the last century, including the major classifications of mental illness and their key symptoms.
- Become familiar with group, family, and self-help interventions and their treatment applications individually and in families.
- Update methods for staging individuals relative to their mental health condition and matching treatment interventions based upon stage of readiness.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** This training is designed for child welfare and family support workers who are interacting with a broad variety of families, including those with an adult who has a mental illness. The training will introduce participants to approaches to mental health and recovery and provide them with resources to refer families to in their communities. This training will utilize exercises, small group discussion, and visual displays.



## Secondary Traumatic Stress

**Curriculum:** Secondary traumatic stress.



**Date/time:** Friday, April 20, 2018 • Program 8:45 AM – 12:00 PM

**Location:** WMU College of Health & Human Services  
1240 Oakland Drive, Kalamazoo, MI 49008

**Social Work CECHs:** 3 hours • Approval #MICEC-0060

**Cost:** Free to all MDHHS and private agency child welfare workers; \$55 all others

**Presenter:** Karen VanDeusen, PsyD, LP, ACSW, LMSW  
Ineke Way, PhD, ACSW, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Distinguish direct trauma (historical and workplace), burnout, compassion fatigue, vicarious trauma, secondary traumatic stress, resilience, and post-traumatic growth.
- Self-assess level of STS utilizing self-assessment tools and identify own strengths and needs related to secondary traumatic stress and individual and organization self-care strategies.
- Strengthen components of trauma-informed organizations.

**Intermediate skill level**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

**Description:** Child welfare professionals consistently provide services to children and families who have experienced trauma and are secondarily exposed to their clients' traumatic experiences as they make empathic connections with their clients in crisis situations. In the course of their work, child welfare professionals may experience negative effects associated with this indirect (secondary) exposure to trauma and with direct trauma exposure. Over time, secondary traumatic stress (STS) effects may interfere with child welfare professionals' ability to provide effective services and has been shown to negatively affect their personal well-being, physical and mental health, interpersonal relationships, and worldview. When child welfare professionals experience extreme negative effects, they are at risk of providing less effective services and may leave the profession. If the early symptoms of STS are recognized and effective self-care strategies are implemented at individual and organizational levels, symptoms may be reduced, resilience may be strengthened, clients may benefit from more effective services, and the development of more chronic negative outcomes for workers and clients may be prevented. This interactive training focuses on STS for child welfare professionals and staff, provides a framework for understanding STS, outlines evidence-based self-care personal and professional strategies to prevent and reduce STS and enhance resilience, and discusses components of trauma-informed/trauma-responsive organizations. This training will utilize role playing, exercises, small and large group discussions, and visual displays.

**How to register:** Visit [https://secure.touchnet.net/C21782\\_ustores/web/classic/store\\_cat.jsp?STOREID=1&CATID=3](https://secure.touchnet.net/C21782_ustores/web/classic/store_cat.jsp?STOREID=1&CATID=3)

**Contact:** Alicia Dorr

**Phone:** 269-387-2638

**Email:** [alicia.dorr@wmich.edu](mailto:alicia.dorr@wmich.edu)

## Michigan State University School of Social Work Continuing Education offers live webinars!

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**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers



### Connecting Brain and Behavior #201-18

**Date/time:** Monday, January 22, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** Terri Pardee, PhD, LPC, is a psychology professor at Spring Arbor University and director of Bounce, an enrichment program for children ages 3–10 who have experienced chronic trauma. She earned her PhD in counseling psychology from Andrews University. Dr. Pardee has experience as a high school counselor and CMH therapist.

**Description:** This webinar will focus on atypical brain development resulting from exposure to prenatal teratogens and/or prenatal and early childhood chronic trauma. Resulting behavioral, emotional, and social concerns will be explored. Common interventions will be discussed and evaluated through a neurobiological lens. This webinar will utilize visual displays and allow time for questions and answers.



### “Who Am I?” Fostering Identity Development with Foster and Adopted Youth #203-18

**Date/time:** Tuesday, January 30, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** Tana Bridge, PhD, LMSW, is a professor at Eastern Michigan University. She earned her MSW from the University of Michigan and doctorate from Wayne State University. She is a member of the Governor’s Task Force on Child Abuse and Neglect and holds trauma certifications.

**Description:** A critical developmental task for youth is identity development. Lived experiences and losses inherent in foster care/adoption often create ambiguity and uncertainty leading to grief, loss of self-esteem, and personal challenges. This webinar will explore these challenges and provide opportunities to foster healthy identity development. This webinar will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

**Intermediate and advanced skill levels**



### Why It’s Wrong to Assume Infants Are Resilient: Exploring the Effects of Trauma in Pregnancy and Infancy #205-18

**Date/time:** Friday, February 16, 2018 • Program 9:00 AM – 10:15 AM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** Stephanie Grant, PhD, LPC, currently works as the director of Infant Mental Health and Trauma Informed Communities at Developmental Enhancement Behavioral Health. She practices as an LPC and earned a PhD in developmental psychology from Oklahoma State University.

**Description:** This webinar will explore the nature of and effects of trauma in pregnancy and infancy. It will cover topics such as resiliency, infant development and mental health, attachment, and interventions specific to children who have been affected by trauma during pregnancy or as an infant. This webinar will utilize visual displays and allow time for questions and answers.

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### Ending Zero Tolerance: What Child Welfare Workers Should Know #213-18

*Date/time:* **Monday, March 19, 2018** • Program 12:00 PM – 1:15 PM (ET)  
*Social Work CECHs:* 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
*Presenter:* **Kim Battjes, LMSW**, earned her bachelor's degree in sociology at Central Michigan University in 1992. She earned a master's degree in social work from Michigan State University in 1999. She began her career in social work as a Families First worker from 1992 to 1996 in Detroit and Washtenaw and Livingston counties. She also worked as a case manager for families who had a child with a disability. Once she earned her master's degree, she worked as a school social worker in Shiawassee and Livingston counties from 1999 to 2015. She has had the privilege of being an MSU field instructor, liaison, clinical instructor, and coordinator for temporary approval for school social work. She currently represents MSU on the Interuniversity Committee for School Social Work Approval. Kim has been the coordinator of Chance at Childhood since November 2015.

*Description:* This webinar will explore the history and impacts of the zero tolerance policies in K-12 in Michigan, prevention programs, interventions, and the implications of the Public Act 360 that was effective 8/1/2017 has on the students, particularly those in foster care, as those students are suspended at higher rates than their peers. This webinar will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

Beginning skill level



### The Impact of Racial Bias on Traumatized Clients in Child Welfare #214-18

*Date/time:* **Tuesday, March 27, 2018** • Program 12:00 PM – 1:15 PM (ET)  
*Social Work CECHs:* 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
*Presenter:* **Wardene B. Talley, MA, BSW**, currently serves as project director of the local SAMSHA-funded System of Care. The initiative operates under the auspices of Saginaw County Community Mental Health Authority.

*Description:* It is increasingly important for child welfare workers to build cultural self-awareness, sensitivity, and responsiveness to the clients they serve. In this webinar, you will review the historical and current traumatic effects of discrimination and oppression on the populations you serve. You will also explore your own personal values, beliefs, and cultural/racial/ethnic background and identity that impact your interaction with the families you serve. This webinar will utilize visual displays and allow time for questions and answers.



### Youth Aging Out of Foster Care: Body Sensory Practices to Promote Post-traumatic Growth #206-18

*Date/time:* **Monday, April 16, 2018** • Program 12:00 PM – 1:15 PM (ET)  
*Social Work CECHs:* 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
*Presenter:* **Yvonne Unrau, PhD, LMSW**, is a professor of social work and director of the Center for Fostering Success at Western Michigan University. She received her PhD in social work from the University of Utah. She is a licensed social worker (clinical and macro), a registered yoga teacher, and a certified teacher of Integrative Restoration Yoga Nidra.

*Description:* This webinar focuses on pragmatic strategies to aid professionals working with adolescents and young adults aging out of foster care. Research-supported mindfulness-centered and body sensory practices to promote self-inquiry will be presented and demonstrated. You will learn to differentiate cognitive and somatic interventions for helping young people to both cope with and transform difficult emotions stemming from traumatic stress. An introduction to practical knowledge and skills to aid young people with stress recognition, emotional processing, and post-traumatic growth will be covered. This webinar will utilize visual displays and allow time for questions and answers.

Beginning skill level



## Human Trafficking for Child Welfare Employees #207-18

**Date/time:** Monday, April 23, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** Elizabeth Campbell, JD, is a clinical assistant professor of law in the Human Trafficking Clinic. She has dedicated her legal career to serving individuals who have experienced abuse and exploitation. She earned her BA and JD from the University of Michigan.

**Description:** Also known as modern-day slavery, human trafficking is the recruitment, transportation, harboring, or receipt of people for purposes of slavery, forced labor, and servitude. You will learn what precisely human trafficking is and how to identify it. Discussion will include how to assess for human trafficking, including warning signs, and DHHS policies and procedures regarding child victims of human trafficking. This webinar will utilize visual displays.

Beginning, intermediate, and advanced skill levels



## Support Services for Transgender and Gender Non-Conforming Children and Families #208-18

**Date/time:** Monday, April 30, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** Susan Radzilowski, LMSW, graduated from the University of Michigan in 1982. Susan has worked with children for 35 years and is an adjunct faculty. Susan is a passionate advocate for services for transgender and gender non-conforming children and youth and families. She knows these services save lives and save families.

**Description:** In this webinar, you will examine multiple risk factors that impact transgender youth from a solution-focused lens, including attempted suicide rate (40 percent), homelessness, school bullying and harassment, and hate crimes. Family relationship dynamics, along with strategies to increase family support, will be explored with an emphasis on increasing parental capacity to support the transgender youth and navigate gender transition. Language and terminology will be examined with emphasis on using affirming language and avoiding offensive terminology. This webinar will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

Beginning, intermediate, and advanced skill levels



## A Guide to Caring for Muslim Children in Foster Care #209-18

**Date/time:** Tuesday, May 1, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** Asha Noor is a racial justice and human rights activist, a peace-building and conflict resolution specialist, educator, and writer. She currently is the programming and outreach director for Safe Spaces at CAIR-MI, the largest Muslim civil rights organization in America.

**Sameena Zahoor, MD,** is a family physician and a licensed foster parent since 2012. She co-founded the Muslim Foster Care Association and speaks on behalf of ING Midwest to promote cultural literacy and mutual respect amongst all faiths.

**Description:** Every foster child has the right to be cared for with cultural and religious sensitivity. This webinar serves as a brief guide to understanding the diverse identity, religion, and culture of Muslim children as it pertains to caring for them. It also aims to provide some resources non-Muslim foster parents can refer to when they have questions about caring for Muslim children. This webinar will utilize visual displays and allow time for questions and answers.

Beginning skill level



### How to register for webinar training:

For pricing, further details, and online registration, visit [socialwork.msu.edu/ceu/catalog.php](http://socialwork.msu.edu/ceu/catalog.php) under Topics of Interest "Webinars" or search course number.

To ensure the best possible experience, we encourage you to review system requirements available at [support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-and-Mac](http://support.zoom.us/hc/en-us/articles/201362023-System-Requirements-for-PC-and-Mac). It is recommended that you are hard wired to an Internet connection for the best connection. If you would like to view the webinar on a mobile device, download the free Zoom App.



## The Opioid Crisis in America: Identification and Treatment Strategies for Social Workers #210-18

**Date/time:** Friday, May 11, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** **Brian Ahmedani, PhD**, is a research scientist at Henry Ford Health System and is clinical faculty at MSU. He has expertise in health services and interventions for individuals with mental health and substance use conditions, including suicide prevention and opioid use.

**Description:** This webinar will describe many of the mechanisms that facilitated the opioid epidemic in the United States. It will also provide basic information on identification and assessment strategies for social workers. Finally, evidence-based treatment approaches will be covered. This webinar will utilize visual displays.

**Beginning skill level**



## Integrating Mindfulness and Wellness for Stress Reduction #211-18

**Date/time:** Thursday, May 17, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** **Stephanie McCann, LMSW**, currently works for MSU School of Social Work as an academic recruitment specialist and faculty member. She has worked in foster care as a case manager, supervisor, and program manager within private agency and public settings.

**Description:** This webinar will address mindfulness as a stress reduction technique for helping professionals in child welfare settings. Participants will be able to identify and practice mindfulness techniques during the training in order to integrate techniques for professional well-being in the field. Professional self-care will also be addressed, and participants will create an individualized self-care plan integrating mindfulness strategies. This webinar will utilize visual displays.

**Beginning skill level**

## Trauma and Substance Use #215-18

**Date/time:** Monday, May 21, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** **Melea T. Bullock, MA**, has been the coordinator of the Ingham Substance Awareness and Prevention Coalition since 2015. Prior to that, Melea worked as a clinician providing trauma services to at risk populations in a variety of settings, including foster care and residential substance use disorder treatment. Currently, she serves as a certified prevention specialist for Eaton RESA, where she focuses on mental health awareness and trauma-informed practices. Melea holds a Master of Arts in Family Studies and a Master of Science in Counseling in Clinical Health Psychology from Philadelphia College of Osteopathic Medicine. She is currently completing her doctoral studies in Trauma Focused International Psychology at the Chicago School of Professional Psychology.

**Description:** 7.7 million American adults have experienced trauma, 51 percent of those have occurred during their formative years. Research has shown that without proper treatment and response, those who have experienced trauma have increased chances of developing a substance use disorder. In this course, you will learn introductory skills on how to effectively define and identify trauma, as well as the biological process of addiction. This webinar will utilize visual displays and allow time for questions and answers.



## Engaging Older Youth in Permanency Planning: To Be Adopted or Not to Be Adopted? #212-18

**Date/time:** Wednesday, September 12, 2018 • Program 12:00 PM – 1:15 PM (ET)  
**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001  
**Presenter:** **Whitney Banks, MSW**, earned her MSW from MSU. She works at St. Vincent Catholic Charities in the Child Welfare Department as an adoption recruiter in the Wendy's Wonderful Kids.

**Description:** In this webinar, you will learn to engage older youth in foster care who may be resistant to or have mixed feelings about permanency. Conversations regarding adoption can be quite difficult especially for adolescents looking forward to aging out of the foster care system. We will discuss how to approach older youth, permanency, and methods for involving them in their permanency planning experience. This webinar will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

# Previously recorded live webinars, accessible on-demand online through Michigan State University

TARGET AUDIENCE	COURSE #	TRAINING TITLE
Caregiver	336-17	Advocating for My Child in the School System
Caregiver	354-17	Understanding the Role of Life Books for Youth in Care
Caregiver	372-17	Trauma-informed Caregiving (Part 1): Becoming Trauma-informed Parents.
Caregiver	377-17	Is That Your “Real” Mom? Parenting Children from Another Culture
TARGET AUDIENCE	COURSE #	TRAINING TITLE
General/MDHHS	310-17	Finding and Utilizing Services for Adoptive Families
General/MDHHS	311-17	Hope and Resilience: Moving Past Secondary Traumatic Stress in Child Welfare Practice
General/MDHHS	312-17	Suicide Assessment, Management, and Intervention
General/MDHHS	313-17	Safety Planning
General/MDHHS	314-17	Effective Courtroom Advocacy
General/MDHHS	315-17	Children of Parents with a Mental Illness
General/MDHHS	322-17	Parent-Child Attachment Relationships and the Effects of Attachment Disruption
General/MDHHS	323-17	Supervision in Child Welfare: Strategies to Engage and Support Workers
General/MDHHS	324-17	Detection and Diagnosis of Substance Use Conditions
General/MDHHS	325-17	Working with Immigrant Children and Their Families
General/MDHHS	327-17	The Power of Peer Support for Foster and Adoptive Families
General/MDHHS	328-17	Creating Safety for Children
General/MDHHS	329-17	The Kinship Conundrum (and Ways to Address)
General/MDHHS	337-17	Supporting and Strengthening Early Relationships for Children in the Child Welfare System
General/MDHHS	340-17	Positive Parenting with Very Young Children
General/MDHHS	341-17	Transitioning to Success: Promoting College Access and Support for Youth in Foster Care
General/MDHHS	347-17	Working with Families Affected by Substance Abuse
General/MDHHS	348-17	Improving Child Well-being Through Parenting Partnerships: The Value of Birth Parent and Resource Family Teaming and Collaboration
General/MDHHS	349-17	Extending the Welcome Mat to Our Newest Americans
General/MDHHS	350-17	Adoption as an Option for Older Youth
General/MDHHS	352-17	CBT for Social Anxiety in Children
General/MDHHS	355-17	Indicators and Trends of Domestic Violence and Intervention Services
General/MDHHS	356-17	Being the Voice for the Voiceless: Legislative Advocacy for Child Welfare Workers
General/MDHHS	357-17	Building Safety with Youth Through Understanding SOGIE (Sexual Orientation, Gender Identity, and Expression)
General/MDHHS	358-17	Through a Baby’s Eyes: Foster Care, Parenting Time, and Transitions
General/MDHHS	362-17	Your Role in Making Medicaid Happen

# Previously recorded live webinars, accessible on-demand online through Michigan State University

TARGET AUDIENCE	COURSE #	TRAINING TITLE
General/MDHHS	363-17	Mindfulness Tools to Combat Secondary Trauma and Build Well-being Among Child Welfare Professionals
General/MDHHS	365-17	Dissociative Coping in Traumatized Children
General/MDHHS	369-17	Decoding Social Emotional Development: Engaging Parents and Caregivers of Young Children
General/MDHHS	371-17	Child Abuse and Neglect: The Signs, Symptoms, and Consequences
General/MDHHS	373-17	Fetal Alcohol Syndrome Disorder: What You Should Know
General/MDHHS	374-17	Father Involvement in Functional Family Formulations
General/MDHHS	376-17	Promoting Health and Wellness for Foster Youth
General/MDHHS	378-17	Teen Parents in Foster Care
General/MDHHS	381-17	Intergenerational Trauma and Our Work with Birth Parents: Understanding the Bridge to Success!
General/MDHHS	382-17	Engagement, Readiness for Change, and Transition Planning
General/MDHHS	383-17	Youth Transitioning Out of Foster Care
General/MDHHS	384-17	Post Adoption Services: Assisting Adoptive Families to Avoid Disruption/Dissolution
General/MDHHS	385-17	The Welfare of Children with Autism Spectrum Disorders and Their Families
General/MDHHS	386-17	Understanding and Supporting Adoptive Families
General/MDHHS	387-17	Accessing Special Education Supports for Children in Foster Care
General/MDHHS	388-17	Psychological and Emotional Trauma in Children and Its Impact on Adoption/Foster Care and Family Development
General/MDHHS	389-17	Child Welfare Workers: The Ethical Obligation and Opportunities to Advocate for Social Justice
General/MDHHS	390-17	Honoring and Empowering Adolescents
General/MDHHS	392-17	Having the Tough Conversations About Race with Your Clients
TARGET AUDIENCE	COURSE #	TRAINING TITLE
Leadership	339-17	Principles of a Mobile Workforce
Leadership	361-17	Making the Case for Retention-focused Management

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**How to register for online training:** For pricing, further details, and online registration, visit [socialwork.msu.edu/ceu/catalog.php](http://socialwork.msu.edu/ceu/catalog.php) under Topics of Interest "Online Courses" or search course number.

To ensure the best possible experience, we encourage you to review system requirements available at <http://help.d2l.msu.edu/technical-requirements>.

Additional online trainings will become available soon!  
**Stay tuned, and check the website often!**



## Supervision Strategies for Managing Secondary Trauma and Workplace Stress #202-18

**Dates/times:** Wednesday, January 24, 2018 • Program 12:00 PM – 1:15 PM

**Location:** WEBINAR

**Social Work CECHs:** 1 hour • Approved ASWB ACE #0001 and #MICEC-#0001

**Presenter:** Cheryl Williams-Hecksel, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Assess signs of secondary trauma and workplace stress.
- Describe supervisory strategies for early identification and intervention related to traumatic and workplace stress.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Supervisors
- ✓ Foster Care Supervisors
- ✓ Adoption Supervisors

**Description:** Exposure to trauma and other stressors is unavoidable in child welfare work. Several interventions at the organizational level are proven to promote resilience and well-being among workers. Supervision has been identified as a primary strategy that supports resiliency in workers and mitigates the impact of these stressors. This webinar will prepare supervisors to identify and assess signs of secondary trauma and other workplace stress as well as identify evidence-based strategies for intervening and supporting workers.



## Supervisory Toolkit for Managing Secondary Trauma and Workplace Stress\*

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

**Date:** Thursday, April 19, 2018 #602-18

**Location:** The MTG Space, 4039 Legacy Parkway, Lansing, MI 48911

**Date:** Friday, May 11, 2018 #604-18

**Location:** WMU Beltline Conference Center, 2333 E. Beltline Avenue SE, Grand Rapids, MI 49546

**Date:** Thursday, May 31, 2018 #605-18

**Location:** VisTaTech Center, Schoolcraft College, 18600 Haggerty Road, Livonia, MI 48152

**Social Work CECHs:** 3 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Presenters:** Rosemary Jackson, LMSW, and Cheryl Williams-Hecksel, LMSW

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify two tools that can be used to assess workers' experience with secondary trauma and workplace stress.
- Explore and apply employee engagement strategies that can be used to engage workers in a reflective and supportive supervisory relationship.
- Develop an implementation plan for supervisor strategies that promote resilience with individual workers and teams.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Children's Protective Services Supervisors
- ✓ Foster Care Supervisors
- ✓ Adoption Supervisors

**Description:** Child welfare supervisors can have significant impact on reducing and mitigating the level of stress their workers experience. A number of strategies and tools have proven effective. This training will explore the application of a range of supervisory interventions and tools that promote resilience and retention in child welfare staff. Strategies for engaging workers, assessing and understanding specific worker stressors, intervening at the organizational, team, and individual worker levels will be disseminated. Supervisor self-assessment and reflection, key ingredients for assuring that these interventions are effective, will be a focus of discussion.

\*See special announcement: We are Going Green! on p. 13.

The trainings listed on this page are a follow up to the earlier training “Trauma-Informed Caregiving (Part 1): Becoming Trauma Informed Parents.” This training is not a prerequisite to register for Part 2 or 3, though participants are encouraged to access a recording of Part 1 through the On Demand training opportunities (see page 21 for details).



## Trauma-informed Caregiving (Part 2): Understanding Neurodevelopment and the Stress Response System #200-18

**Date/time:** Friday, January 19, 2018 • Program 12:00 PM – 1:15 PM

**Location:** WEBINAR

**Social Work CECHs:** 0 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Presenters:** Stephanie Grant, PhD, LPC

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify two differences in neurodevelopment due to trauma.
- Recognize basic concepts of the stress response system.
- Identify two differences in stress response due to trauma.

Intermediate skill level

Target audience:

- ✓ Foster Parents
- ✓ Adoptive Parents
- ✓ Kinship Parents
- ✓ Birth Parents

**Description:** Building on a previous training of how to become a trauma-informed parent, part 2 will examine neurodevelopment and the stress response system. This training will explore in more depth how trauma can alter development and examine emotional and behavioral differences that may result. Special attention will be given to developments that might have occurred within the special population of children from the child welfare system.



## Trauma-informed Caregiving (Part 3): Practical Parenting Strategies #204-18

**Date/time:** Friday, February 9, 2018 • Program 12:00 PM – 1:15 PM

**Location:** WEBINAR

**Social Work CECHs:** 0 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Presenters:** Stephanie Grant, PhD, LPC

**Training objectives:** As a result of this training, participants will be prepared to:

- List two caregiving strategies that may not be effective for children from the child welfare system.
- List two caregiving strategies that are likely to be more effective for children from the child welfare system.
- Articulate the differences between an effective and ineffective caregiving strategy.

Intermediate skill level

Target audience:

- ✓ Foster Parents
- ✓ Adoptive Parents
- ✓ Kinship Parents
- ✓ Birth Parents

**Description:** Building on previous trainings of how to become a trauma-informed parent and the understanding of neurodevelopment and the development of the stress response system, part 3 will focus on specific parenting strategies for caring for children with trauma histories. Attention will be given to what is likely to be more effective as well as strategies that may not be effective. Focus will be given to strategies related to foster, adoptive, and kin children.

Attention workers: Please share these free training opportunities with families!



## Brains and Behavior: What You Need to Know to Better Understand Your Child\* #603-18

**Date/time:** Saturday, April 28, 2018

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

**Location:** Hannah Community Center, 819 Abbot Road, East Lansing, MI 48823

**Social Work CECHs:** 0 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Presenters:** Terri Pardee, PhD, LPC

**Training objectives:** As a result of this training, participants will be prepared to:

- Identify three specific brain structures that are impacted by prenatal substance exposure.
- Describe the impact of prenatal and postnatal trauma on the developing brain.
- Link behavioral challenges to brain development to help inform intervention possibilities.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Foster Parents
- ✓ Adoptive Parents
- ✓ Kinship Parents
- ✓ Birth Parents

**Description:** Join Terri to learn about healthy brain development and how that differs from brain development that has been impacted by exposure to substances before birth as well as prenatal/early childhood chronic trauma. Behavioral, emotional, and social concerns for these children will be explored. Interventions that are proven effective for traumatized children will be discussed.



## The Real Work of Creating Families for Adolescent Boys with Trauma Histories and Criminal Justice Involvement\* #606-18

**Dates/times:** Saturday, August 11, 2018

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

**Location:** WMU Beltline Conference Center  
2333 E. Beltline Avenue SE, Grand Rapids, MI 49546

**Social Work CECHs:** 0 hours • Approved ASWB ACE #0001 and #MICEC-#0001

**Presenter:** Cole Williams

**Training objectives:** As a result of this training, participants will be prepared to:

- Recognize common roadblocks in effective engagement of foster and adoptive male caregivers in child welfare practices and identifying methods for overcoming them.
- Identify two strategies to maximize engagement with foster and adoptive male caregivers when there is a concern of compassion fatigue.
- Recognize caregiver traumas and the impact on their relationships and behaviors with the children in their care.

**Beginning and intermediate skill levels**

**Target audience:**

- ✓ Foster Parents
- ✓ Adoptive Parents
- ✓ Kinship Parents
- ✓ Birth Parents

**Description:** In this training, Cole Williams will share his experiences as an African American single foster/adoptive parent who has raised male youth who have experienced trauma and the criminal justice system. Cole's son will be in attendance, and together they will look at how labeling, mental health, trauma, and multiple-system involvement impacted the trajectory of their lives and their work as a father and son team. Join them to learn about the commitment, advocacy, and hard work that is involved in making a difference in the lives of youth who are often ill served by the child welfare system.

\*See special announcement: We are Going Green! on p. 13.

# Calendar of trainings

MONTH	TRAINING TITLE	DATE & TIME	LOCATION	HOSTING UNIVERSITY	PAGE
<b>January 2018</b>	Trauma-informed Caregiving (Part 2): Understanding Neurodevelopment and the Stress Response System	Friday, January 19 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	28
	Connecting Brain and Behavior	Monday, January 22 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	21
	Supervision Strategies for Managing Secondary Trauma and Workplace Stress	Wednesday, January 24 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	27
	“Who Am I?” Fostering Identity Development with Foster and Adopted Youth	Tuesday, January 30 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	21
<b>February 2018</b>	Trauma-Informed Caregiving (Part 3): Practical Parenting Strategies	Friday, February 9 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	28
	Why It’s Wrong to Assume Infants Are Resilient: Exploring the Effects of Trauma in Pregnancy and Infancy	Friday, February 16 9:00 AM - 10:15 AM (ET)	WEBINAR	Michigan State University	21
<b>March 2018</b>	The Power of Kinship Care: The Challenges of Strengths-based Assessment	Friday, March 2 8:45 AM - 12:00 PM	GVSU Bicycle Factory Grand Rapids	Grand Valley State University	10
	Assessing the Client and Their Environment to Build on Strengths	Friday, March 9 9:00 AM - 12:15 PM	Chan Shun Hall Berrien Springs	Andrews University	5
	Parenting Under Siege: The Effects of Domestic Violence on Early Parenting Beginning in Pregnancy	Friday, March 16 9:00 AM - 12:15 PM	WSU Macomb Education Center Clinton Township	Wayne State University	17
	Suicide Prevention Among Youth Involved in the Child Welfare System	Friday, March 16 8:45 AM - 12:00 PM	WMU College of Health & Human Services, Kalamazoo	Western Michigan University	19
	Watch Out! It’s Coming: Secondary Trauma and What to Do About It	Monday, March 19 9:00 AM - 12:15 PM	Grand Rapids	Spring Arbor University	14
	Ending Zero Tolerance: What Child Welfare Workers Should Know	Monday, March 19 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	22
	Building College Success for Youth Exiting the Foster Care System	Thursday, March 22 1:00 PM - 4:15 PM	The Conference Center at SVSU University Center	Michigan State University	12
	Helping Families with a Parent with Mental Illness	Friday, March 23 8:45 AM - 12:00 PM	WMU College of Health & Human Services, Kalamazoo	Western Michigan University	19
	The Impact of Racial Bias on Traumatized Clients in Child Welfare	Tuesday, March 27 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	22
	<b>April 2018</b>	Infant Mental Health: The Importance of Attachment	Friday, April 13 9:00 AM - 12:15 PM	EMU–Livonia Livonia	Eastern Michigan University
The 3 R’s - Relevance, Responsibility, and Relationships		Friday, April 13 9:00 AM - 12:15 PM	WSU Macomb Education Center Clinton Township	Wayne State University	17
Youth Aging Out of Foster Care: Body Sensory Practices to Promote Post-traumatic Growth		Monday, April 16 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	22
Supervisory Toolkit for Managing Secondary Trauma and Workplace Stress		Thursday, April 19 9:00 AM - 12:15 PM	The MTG Space Lansing	Michigan State University	27
Secondary Traumatic Stress		Friday, April 20 8:45 AM - 12:00 PM	WMU College of Health & Human Services, Kalamazoo	Western Michigan University	20
What the Behavior of Our Youth Is Telling Us		Friday, April 20 9:00 AM - 12:15 PM	Berrien County Health Department Benton Harbor	Andrews University	5
Pain Reduction Through the Understanding of the Effects of Trauma		Friday, April 20 9:00 AM - 12:15 PM	WSU Macomb Education Center Clinton Township	Wayne State University	18

# Calendar of trainings

MONTH	TRAINING TITLE	DATE & TIME	LOCATION	HOSTING UNIVERSITY	PAGE
<b>April 2018 continued</b>	Supervisor and Agency Opportunities: Increase Retention and Decrease Vicarious Trauma and Emotional Pain	Friday, April 20 9:00 AM – 4:30 PM	EMU–Livonia Livonia	Eastern Michigan University	8
	Human Trafficking for Child Welfare Employees	Monday, April 23 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	23
	More Than They Signed Up For: Helping Foster Parents Understand and Meet Children’s Attachment Needs	Monday, April 23 1:00 PM – 4:15 PM	U-M School of Social Work, Ann Arbor	University of Michigan	15
	Brains and Behavior: What You Need to Know to Better Understand Your Child	Saturday, April 28 9:00 AM – 12:15 PM	Hannah Community Center, East Lansing	Michigan State University	29
	Support Services for Transgender and Gender Non-Conforming Children and Families	Monday, April 30 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	23
<b>May 2018</b>	A Guide to Caring for Muslim Children in Foster Care	Tuesday, May 1 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	23
	Supervisory Toolkit for Managing Secondary Trauma and Workplace Stress	Friday, May 11 9:00 AM – 12:15 PM	WMU Beltline Conference Center Grand Rapids	Michigan State University	27
	The Opioid Crisis in America: Identification and Treatment Strategies for Social Workers	Friday, May 11 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	24
	Broken...But Fixable: Assessing and Addressing the Cost of Your Work	Thursday, May 17 8:45 AM – 12:00 PM	GVSU Bicycle Factory Grand Rapids	Grand Valley State University	11
	Integrating Mindfulness and Wellness for Stress Reduction	Thursday, May 17 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	24
	Minimizing Trauma for Children in Care by Engaging Birth Families	Friday, May 18 9:00 AM – 12:15 PM	Bethany Christian Services, Kalamazoo	Andrews University	6
	Working with Children and Families of Diversity in Home-based Settings	Friday, May 18 9:00 AM – 12:15 PM	Grand Rapids	Spring Arbor University	14
	Understanding Emotional and Mental Health Concerns of Youth	Friday, May 18 9:00 AM – 12:15 PM	U-M School of Social Work, Ann Arbor	University of Michigan	15
	Trauma and Substance Use	Monday, May 21 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	24
	Supervisory Toolkit for Managing Secondary Trauma and Workplace Stress	Thursday, May 31 9:00 AM – 12:15 PM	VisTaTech Center Schoolcraft College Livonia	Michigan State University	27
<b>June 2018</b>	Secondary Trauma: Witnessing Trauma in the Workplace	Friday, June 1 9:00 AM – 12:15 PM	FSU West Campus Community Center Big Rapids	Ferris State University	9
	From Stress to Satisfaction: Healing Vicarious Trauma, Building Resilience, and Promoting Growth in the Workplace	Thursday, June 14 2:00 PM – 5:15 PM	U-M School of Social Work, Ann Arbor	University of Michigan	16
	Navigating Higher Education for Youth Exiting Foster Care or Adopted from Foster Care	Friday, June 22 8:45 AM – 12:00 PM	GVSU Bicycle Factory Grand Rapids	Grand Valley State University	11
<b>July 2018</b>	Assessment and Treatment Strategies for Opioid Dependence and Pain Management	Thursday, July 26 9:00 AM – 12:15 PM	Great Wolf Lodge Traverse City	Michigan State University	12
	Understanding Trauma in Transgender and Gender Non-conforming Children and Youth	Thursday, July 26 1:15 PM – 4:30 PM	Great Wolf Lodge Traverse City	Michigan State University	13
<b>August 2018</b>	The Real Work of Creating Families for Adolescent Boys with Trauma Histories and Criminal Justice Involvement	Saturday, August 11 9:00 AM – 12:15 PM	WMU Beltline Conference Center Grand Rapids	Michigan State University	29
	Ensuring Permanency by Enhancing Secure Attachments	Friday, August 24 9:00 AM – 12:15 PM	Chan Shun Hall Berrien Springs	Andrews University	6
<b>September 2018</b>	Engaging Older Youth in Permanency Planning: To Be Adopted or Not to Be Adopted?	Wednesday, September 12 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	24
	Why Microaggressions Matter in Child Welfare	Friday, September 21 9:00 AM – 12:15 PM	Chan Shun Hall Berrien Springs	Andrews University	7



Additional trainings  
and exciting new  
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