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*NOW available
free of charge to
family preservation
workers and
supervisors of
MDHHS-contracted
private agencies!*

*All trainings
in this catalog
are offered
online!*

2021 Child Welfare In-Service Training

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

Delivered by
Michigan Graduate Schools of Social Work

OFFERING SOCIAL WORK CONTINUING EDUCATION CREDIT HOURS



School of Social Work
MICHIGAN STATE UNIVERSITY



*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
Western Michigan University

Introduction

Working effectively as a child welfare or family preservation worker or supervisor can be challenging. Keeping families safely together, reuniting families, or supporting new loving families requires a well-trained family preservation and 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 eight 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 Robert Gordon and his Children's Services Agency leadership team: JooYeun Chang and Stacie Bladen. A special thanks to 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 family preservation and 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 and family preservation workers and supervisors and MDHHS-contracted private agencies' child welfare and family preservation 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 Michigan 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 and family preservation 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 and family preservation 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 24-27.



School of Social Work
MICHIGAN STATE UNIVERSITY

Child Sexual Abuse Awareness, Prevention, Investigation, and Treatment Education

Curriculum: Trauma and crisis management: Effects of abuse and neglect on children

Date/time: Friday, March 19, 2021 • 9:00 AM – 12:15 PM (ET)
Location: Live synchronous training via Zoom

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: Allie Kibler-Campbell, MS



Beginning skill level

Target audience:

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

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

- Understand the prevalence of child sexual abuse and the long-term emotional and physical effects it can produce.
- Recognize the signs of sexual abuse in children and how to react responsibly if it occurs.
- Tour the CAC and learn about the services we provide to the community and how we work collaboratively with a multidisciplinary team to investigate such cases.

Description: One in 10 children will be a victim of sexual abuse before their 18th birthday. This training, Darkness to Light – Stewards of Children® (www.d2l.org), is an evidence-informed, award-winning two-hour training that teaches adults to prevent, recognize, and react responsibly to child sexual abuse. Through interviews with child sexual abuse survivors, experts, and treatment providers, Stewards of Children® teaches adults practical actions they can take to reduce instances of child sexual abuse in their organizations, families, and communities. In addition to the Stewards of Children® facilitation, this training will also include a tour and overview of services provided by the Children's Advocacy Center of Southwest Michigan. The CAC works closely with DHHS, law enforcement, prosecutors' offices, and Spectrum Lakeland Health to aid in their investigations of child abuse by providing specialized forensic interviews, trauma focused-cognitive behavioral therapy for child victims and their families, and prevention education for children and adults. This training will utilize large group discussion and visual displays.

Understanding the Intricacies of Substance Use Assessments

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

Date/time: Friday, May 7, 2021 • 9:00 AM – 12:15 PM (ET)
Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval pending
Cost: Free to all MDHHS and private agency child welfare workers; \$45 all others; \$15 for students
Presenters: David Markham, LPC, CAADC, CSS-DP
Samantha Kling, LMSW, CAADC

Beginning, intermediate and advanced skill levels

Target audience:

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

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

- Differentiate between mild, moderate, and severe substance use disorders.
- Assess substance use as primary or secondary.
- Recognize stages of change in the assessment; meeting them where they are.

Description: Substance use assessments have multiple layers of challenges—from the referral source, the clients' understanding of their problem, to the challenges that arise from co-occurring disorders. This training will provide an overview of the substance use assessment process, highlighting key areas to focus on and potential potholes to avoid. Attendees will be shown a full assessment process, given a few case examples to investigate, and be allowed time to ask questions and discuss. This training will utilize exercises, large group discussion, and visual displays.

Engaging Refugee Youth in Their Transitional Foster Care Placement

Curriculum: Placement: Engaging youth in their treatment and transition planning

Date/time: Friday, June 11, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

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: **Jocelyn Bennett, MSW, LLMSW**



Beginning skill level

Target audience:

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

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

- Understand how refugee foster care functions in our country.
- Understand what the youth experience during their transitional foster care placement.
- Increase their ability to empathize with what the youth are feeling upon arrival and then in placement.

Description: Learn about the process of unaccompanied minors arriving to our country. Upon arrival to our country, undocumented and unaccompanied minors will most likely be picked up by border patrol. What happens then? Minors are placed in a shelter for about 72 hours and then placed in a safe and licensed foster home. Many of the foster homes are located in our state of Michigan. Once the minor is placed in a home, several things take place: intake process, mental health assessments, education assessments and a doctor's visit. Once all the initial assessments are completed, what happens during the minors typical day? This process will be explained more in detail during the training, including the average school day for minors, therapy, contact with family members, trainings the staff participate in, and foster family trainings. This training will utilize exercises, large group discussion, and visual displays.

Secondary Trauma: Compassion Fatigue and How to Recognize It

Curriculum: Secondary trauma: Compassion fatigue and how to recognize it

Date/time: Friday, September 10, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

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: **Panankosi Mbunjwa, MDiv, LMSW, CAADC**



Intermediate skill level

Target audience:

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

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

- Understand and increase their ability to recognize secondary trauma and its symptoms—emotional, cognitive and physical.
- Understand and identify the impact of compassion fatigue to develop a reasonable ability to strike a healthy balance between personal drive or passion to respond to presented needs and one's personal limits or diminished interest in responding to presented needs.
- Implement the available and effective coping strategies and self-care practices.

Description: Compassion fatigue (secondary trauma) occurs when caring individuals suffer the emotional strain of working with those suffering from trauma and/or its consequences. This often leads to diminished interest in caring for others and a neglect of responsibilities among service workers. In this training, participants will be prepared to understand and increase their ability to recognize the emotional, cognitive, and physical symptoms of secondary trauma. They will learn to identify the impact of compassion fatigue and increase their ability to balance personal drive/passion for clients' needs and one's personal limits in responding. Participants will also learn coping strategies and self-care practices and how to implement them professionally and personally. This training will utilize exercises, small and large group discussion, and visual displays.

How to register: Go to www.andrews.edu/cas/socialwork/continuing and click on the link provided.

Contact: Shelley Kennedy
Phone: 269-471-6196

Email: swceu@andrews.edu
Website: www.andrews.edu/socialwork

Foster Care Workers: A Primer on Special Education and 504 Services

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; navigating the special education system for children with disabilities.

Date/time: **Friday, March 26, 2021 • 9:00 AM – 12:15 PM (ET)**

Location: **Live synchronous training via Zoom**

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: **Christina Marsack-Topolewski, PhD, LMSW**



Beginning skill level

Target audience:

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

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

- Describe a range of characteristics present in students who are at-risk.
- Identify policies (e.g., McKinney-Vento Act) and supports (e.g., 504 plans, IEP, personal curriculum) available to support at-risk students.
- Utilize tools and knowledge to provide intentional support for at-risk students (as it pertains K-12/ K-age 26 education) and their caregivers.

Description: This training will introduce the basics of special education, 504 plans, and other available supports for students who are at-risk or requiring special supports. Due to the often unaddressed educational needs of children in the child welfare system, this training will provide information regarding relevant policies, supports, and services to support this population in the school setting and foster their educational outcomes. This training will include information regarding (a) special education categories of eligibility, (b) 504 plans, as well as (c) relevant policies and supports. An emphasis will be placed on tools and solutions available to help address the transient nature (bouncing from school to school/district to district) that students in care often face and supports available to support their educational continuity. This training will utilize exercises, large group discussion, and visual displays.

How to register: Visit <https://www.emich.edu/chhs/sw/activities/index.php>

Phone: 734-487-0367

Email: emusocialworkce@emich.edu

Interconnections Between Child Welfare and Human Trafficking: Why So Many Children?

Curriculum: Trauma and crisis management; Effects of abuse and neglect on children; domestic violence and threatened harm; trauma, grief, and loss

Date/time: Friday, April 30, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: David Manville, LMSW, ACSW



Intermediate skill level

Target audience:

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

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

- Understand of the connections between child welfare and human trafficking.
- Identify vulnerabilities of children involved in child welfare and human trafficking.
- Identify valuable resources to assist children in child welfare that are either suspected or confirmed to be involved with human trafficking.
- Identify the differences between labor trafficking and commercial sexual exploitation.

Description: This training's primary purpose will be to examine the relationship between children in the child welfare system and their involvement with human trafficking, especially child sexual exploitation. These children's history of unstable and unhealthy living situations, their physical removal and distancing from friends and family, the traumatic experiences they have endured prior to and during placements, and their emotional vulnerability allow for an increased risk of being targeted by traffickers who are actively seeking children to exploit. Vulnerability issues and methods of tracking by traffickers will also be covered. This training will utilize small and large group discussions and visual displays.

Great Gains! Managing Stress and Advancing Job Satisfaction

Curriculum: Secondary trauma

Date/time: Friday, May 7, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Tana J. Bridge, PhD, LMSW



Beginning and intermediate skill levels

Target audience:

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

Training objectives: As a result of this training, participants will:

- Gain an increased understanding of the biology of stress.
- Gain increased understanding of job and personal factors that put them at risk for negative outcomes.
- Advance skills to maximize great gains...to self, clients, families, and their agency.

Description: It is without question that employment in child welfare is laden with significant responsibilities and impact that perpetuate stress for the worker. However, employment in child welfare is also uniquely able to foster amazing job and life satisfaction. This training will allow participants an opportunity to understand stress and develop skills in combatting stress. Further, participants will develop skills in grounding themselves in the great gains from one of the most important and "purpose filled" jobs available. This training will utilize exercises and large group discussion.

Understanding & Addressing the Needs of LGBTQ+ Youth in Foster Care

Curriculum: Cultural humility/cultural competence: Supporting LGBTQ youth

Date/time: Wednesday, March 17, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Dawn Fox, LMSW, MSW



Beginning skill level

Target audience:

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

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

- Understand the meaning of sexual orientation, gender identity, and gender expression.
- Understand the unique risks LGBTQ+ youth in foster care face.
- Learn ways to support LGBTQ+ youth in foster care and educate foster care parents.

Description: This training will provide information for foster care workers and adoption workers to help them learn about LGBTQ+ (lesbian, gay, bisexual, transgender, and questioning) youth in the child welfare system, the unique risks this population faces, how to support this population, and how to educate foster care parents on the role they can play to reduce the unique risks the LGBTQ+ foster youth face. This training will utilize small group discussion.

Navigating the Education System for Youth in Care

Curriculum: Education issues

Date/time: Monday, May 3, 2021 • 9:30 AM – 12:45 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Erin Johnson, LMSW



Beginning skill level

Target audience:

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

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

- Understand the organization of schools—general education and special education supports.
- Understand the special education evaluation process and IDEA disability criteria.
- Understand data collection and intervention options for general and special education students.

Description: The purpose of this training is to provide CPS, foster care, and adoption workers a thorough understanding of the education system and supports for general and special education students. This training will explore the special education evaluation process and the criteria for each IDEA-defined disability. It will also introduce various classroom support options for general education and special education students. This interactive training will include small and large group discussion, various exercises, and a visual presentation. Attendees will leave the training ready to navigate the education system and advocate for their youth.

Advocating for Children Within the K-12 Educational System

Curriculum: Education: Navigating the special education system for children with disabilities

Date/time: Friday, May 14, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Danette Crozier, LMSW



Beginning skill level

Target audience:

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

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

- Understand basic recipient rights of children in the public schools – FAPE (Free and Appropriate Education).
- Understand the difference between mental health diagnosis and special education eligibility: No guarantees.
- Understand positive behavior supports and managing difficult behavior.

Description: This training is designed to help foster care, CPS, and adoption workers learn the basic issues that are involved with children in the public school setting—specifically regarding special education and children with disabilities. Often, children working with DHHS staff have complex difficulties that impact their progress within the educational setting. These children can present with difficult behaviors, a reduced capacity for learning, and difficulties with interpersonal relationships. First, the participants will learn the basic rules regarding what it means for a school to provide a Free and Appropriate Education (FAPE). Second, a general understanding of the special education rules will be taught with an emphasis on the difference between a mental health diagnosis and a special education eligibility. Finally, participants will be introduced to Functional Behavior Analysis and Positive Behavior Support Plans designed to help manage difficult behaviors in the school setting. An emphasis on building a positive and collaborative relationship between all community providers, parents, and the school will be included. This training will utilize exercises, small and large group discussion, and visual displays.

Becoming Culturally Competent and Practicing Cultural Humility to Work Effectively with Diverse Populations

Curriculum: Cultural humility/cultural competence: Cross-cultural knowledge

Date/time: Friday, May 21, 2021 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Rita Walters, PhD, LMSW



Beginning skill level

Target audience:

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

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

- Define cultural humility and cultural competence and explain how they are related.
- Examine how their personal values, beliefs, and attitudes impact their ability to work with culturally diverse populations in negative and positive ways.
- Implement strategies for building positive relationships with culturally diverse populations.

Description: Using a cultural lens, this training will define cultural competence and cultural humility and examine their unique meanings as well as how they are related. This interactive training will discuss the critical role of use of self in working with culturally diverse populations. Particular attention will be given to the significance of understanding how one's own values, beliefs, and attitudes affect relationships in both positive and negative ways. Participants will be invited to share their own experiences and stories of interactions with clients and co-workers of different cultural backgrounds. Strategies of best practices in developing and sustaining culturally sensitive working relationships will be presented. Participants will develop personal goals to become more culturally competent and practice cultural humility. This training will utilize exercises and large group discussion.

Strategies for Supporting Youth Who Experienced Sexual Assault

Curriculum: Trauma and crisis management

Date/time: Wednesday, June 9, 2021 • 11:00 AM – 2:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Kathryn Woods, PhD, MSW



Intermediate skill level

Target audience:

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

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

- Identify risk factors of sexual assault for adolescents.
- Discuss ways that workers can support adolescent survivors of sexual assault.
- Identify intervention strategies for youth with trauma resulting from sexual assault.

Description: This training will provide the skills for CPS, foster care, and adoption workers to support adolescents who have been sexually assaulted. One in three women and one in six men will be sexually assaulted in their lifetimes. The highest risk times for boys are under the age of 10, and for girls is ages 14-24 (rain.org, 2021). This training will identify risk factors and strategies for intervention and support for youth who have experienced sexual assault. This training will utilize role playing, exercises, and small and large group discussion.

Mamas and Traumas: Working with Mothers Who Have Experienced Trauma

Curriculum: Trauma and crisis management

Date/time: Friday, September 17, 2021 • 1:00 PM – 4:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours

Cost: Free to all MDHHS and private agency child welfare workers; \$50 all others

Presenter: Carolyn Sutherby, PhD, LMSW, ACSW



Beginning skill level

Target audience:

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

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

- Recognize how trauma can impact parenting.
- Recognize some common traumatized parenting behaviors.
- Understand trauma-informed interventions and treatment options for mothers.

Description: This training will provide information on how untreated trauma can impact mothers and their children. Learners will gain insight about behaviors that mothers display that could stem from trauma and recognize appropriate interventions and treatment options. This training will utilize exercises and large group discussion.

How to register: Contact Kristina VanSyckle

Phone: 231-591-2737

Email: socialwork@ferris.edu

Website: www.ferris.edu/socialwork

Dynamics of Domestic Violence and Needs of Trauma Survivors

Curriculum: Trauma and crisis management; Domestic violence and threatened harm

Date/time: Wednesday, March 24, 2021 • 8:50 AM – 12:00 PM (ET)

Location: Live synchronous training via Zoom

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

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

Presenters: Eileen McKeever, LMSW, and Mat Klemp, LMSW



Intermediate skill level

Target audience:

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

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

- Understand the dynamics of domestic violence (DV).
- Have a better understanding of how domestic violence affects families and children.
- Recognize the unique needs of trauma survivors and response to disclosure.

Description: Intimate partner violence is prevalent in every community and affects all people regardless of age, socioeconomic status, sexual orientation, gender, race, religion, or nationality. Physical violence is often accompanied by emotionally abusive and controlling behavior as part of a much larger, systematic pattern of dominance and control. DV can result in physical injury, psychological trauma, and even death. The devastating consequences of DV can cross generations and last a lifetime. This training will help workers to recognize the unique needs of trauma survivors. This training will utilize exercises, small and large group discussions, and visual displays.

Creating a Culturally Humble Child Welfare System

Curriculum: Cultural humility/cultural competence; Race equity and systemic racism

Date/time: Friday, May 7, 2021 • 8:50 AM – 12:00 PM (ET)

Location: Live synchronous training via Zoom

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

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

Presenter: Amy Bailey, LMSW



Beginning skill level

Target audience:

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

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

- Incorporate a child's cultural and racial identity into case planning and implementation.
- Develop tools to assess and educate foster and adoptive families who are interested in cross-racial or cross-cultural placement.
- Identify specific strategies that can be implemented immediately to create a more culturally humble child welfare system.

Description: The child welfare system has a disproportionate negative impact on children and families of color in Michigan and nationwide. We see this at all key decision points throughout a family's experience with the child welfare system. Though research on child welfare disproportionality has been available for decades, little change has occurred in how as a system we assess, integrate, and discuss race and culture with the children and families we serve. This training will provide participants with an opportunity to learn and dialogue on how we may move forward as a child welfare system in a culturally humble way. Participants should arrive open to having respectful dialogue and learn how we each can take ownership in the ways our system can become more culturally humble. This training will utilize exercises, small and large group discussions, and visual displays.

Maintaining Family Roots: The Impact of Sibling and Relative Relationships and Community Connections on a Child's Well-being, Permanency, and Identity

Curriculum: Permanency: Techniques to promote attachment and bonding

Date/time: Friday, September 17, 2021 • 8:50 AM – 12:00 PM (ET)

Location: Live synchronous training via Zoom

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

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

Presenter: Amy Bailey, LMSW



Beginning and intermediate skill levels

Target audience:

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

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

- Enhance understanding of policy framework and purpose around maintaining connections for children in the child welfare system.
- Understand how maintaining important connections impacts a child's well-being, permanency outcome, and identity development.
- Identify specific strategies that can be utilized by child welfare staff to creatively maintain the child's connections, with particular emphasis on sibling relationships.

Description: Children in the child welfare system often become unintentionally unrooted. This training will help child welfare staff move beyond just understanding relevant policy, to being able to realistically work to maintain the child's connections, i.e., roots, at various stages of the child welfare case. Discussion will occur on how these actions can enhance the well-being, permanency outcomes, and identity development of children served. Special focus will occur specific to sibling placements and connections. This training will utilize exercises, small and large group discussions, and visual displays.

How to register: Visit www.gvsu.edu/swce

Contact: Leslie Bateman

Phone: 616-331-7180

Email: socialworkce@gvsu.edu



Gender Affirming Care for Transgender Youth #205-21

Curriculum: Cultural humility/cultural competence

Date/time: Thursday, March 4, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval 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, MSW, LMSW, ACSW



Beginning skill level

Target audience:

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

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

- Name three risk factors impacting transgender children and adolescents at home, school, and in the community.
- Identify three protective factors that positively impact outcomes for transgender clients.
- Identify three intervention strategies used to support the mental health of children and teens who identify as transgender and gender nonconforming (TGNC).
- Utilize three strategies to assist parents (including foster parents and adoptive parents) to support their children in their authentic gender identity.

Description: This training will address a working definition of terms, including transgender, gender identity, gender expression, intersex, gender nonconforming, non-binary, and gender transition. Language and terminology will be examined with emphasis on using affirming language and avoiding offensive terminology. The training will examine risk factors and protective factors that impact transgender youth from a solution-focused lens. Family relationship dynamics will be explored with attention paid to foster and adoptive families as well as birth families. Strategies to increase parent support will be explored with an emphasis on increasing parental capacity to support the transgender youth. Specific concerns that apply to TGNC children younger than age 13 will be addressed. The training will also provide a brief overview of gender transition processes: legal, social and medical. This training will utilize exercises, small and large group discussions, and visual displays.

The Effects of Trauma on Our Community #207-21

Curriculum: Trauma and crisis management

Date/time: Thursday, April 15, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval 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: Stacey Goodson, MS



Intermediate skill level

Target audience:

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

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

- Identify the different types of trauma.
- Identify how trauma affects behaviors of youth within the community.
- Identify tangible human-focused methods of service delivery within your organization.

Description: Trauma has a significant effect on many of the pillars of the community. This training will define trauma as well as how trauma affects behaviors of the youth in our community. Participants will explore how they can become more human focused in their community and within their organizations. The focus of traumas experienced will be poverty, neglect, community violence, and housing crisis. This training will utilize large group discussion and visual displays.



Human Trafficking for Child Welfare Professionals #209-21

Curriculum: Trauma and crisis management

Date/time: Tuesday, June 15, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval 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: Danielle Kalil, JD



Beginning skill level

Target audience:

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

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

- Define human trafficking and deconstruct myths regarding human trafficking.
- Assess for human trafficking and better understand risk factors for youth.
- Identify Michigan laws as well as MDHHS policy and procedures related to child victims of trafficking.
- Connect youth with important resources and understand legal remedies.

Description: Human trafficking involves exploiting an individual to obtain labor or services, often through the use of force, fraud, or coercion. In this training, you will learn precisely what human trafficking is (and what it is not) and how to identify it. In particular, you will learn how human trafficking impacts youth as well as specific considerations when working with minors who have experienced exploitation. The discussion will include how to assess for human trafficking, MDHHS policies and procedures regarding child victims of human trafficking, specific Michigan laws related to trafficking of minors, and important immigration considerations. This training will utilize small and large group discussions, and visual displays.

Healing Racial Violence: The Power of Consciousness and Communication #217-21

Curriculum: Cultural humility/cultural competence

Date/time: Thursday, August 12, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval 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>

Presenters: Shani Saxon, LMSW
Marya Sosulski, PhD, MSW



Beginning skill level

Target audience:

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

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

- Identify strategies for developing culturally centered and anti-racist leadership in agencies and systems.
- Describe the nature and extent of hate crimes and racially targeted violence among minority groups.
- Create strategies that promote emotional liberation and wellness among people of African/Black ancestry.

Description: Understanding the origins of racial conflict and trauma from a human services perspective, allies within our community will be able to assist in addressing privilege and oppression; address and acknowledge hate crime concerns, while promoting equal opportunity efforts that help communities, public agencies, businesses, and schools identify and prevent or eliminate illegal discrimination, bias, and unfair practices. This will open up a cross-cultural communication among peers and colleagues that will offer incident response methods and address the underlying, long-term effect on community relations. This training will utilize exercises, small and large group discussions, and visual displays.



School of Social Work
MICHIGAN STATE UNIVERSITY

Using an Equity Framework in Child Welfare #218-21

Curriculum: Cultural humility/cultural competence: Race equity and systemic racism

Date/time: **Thursday, September 15, 2021** • Program 1:00 PM – 4:15 PM (ET)

Location: **Live synchronous training via Zoom**

Social Work CECHs: 3 hours • Approval 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: **Gina Tremonti Gembel, LMSW**



Beginning skill level

Target audience:

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

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

- Identify the differences between equality and equity.
- Recognize the four levels of oppression and change.
- Label four action steps in an equity framework.

Description: This training will outline strategies in using equity as a framework in child welfare. Using an equity framework leads to just outcomes in which everyone has access to opportunities. This beginner training will build a shared vocabulary, introduce action steps, and use a case study to move participants through a framework for “doing” equity work. This training will utilize exercises, small and large group discussions, and visual displays.



School of Social Work
MICHIGAN STATE UNIVERSITY

How to register for in-person training:

Contact: Gina Tremonti Gembel, MSW
Phone: 517-353-3060
Email: tremont3@msu.edu

Online at <https://socialwork.msu.edu/ceu/catalog.php>

Michigan State University School of Social Work, an accredited social work education program, is authorized by the Michigan Licensure Law Administrative Rule 338.2965 to award Michigan social work continuing education contact hours. We are also an approved Michigan Social Work Continuing Education Collaborative Provider (provider #0001) for all programs through August 2021, renewed annually.

Why Do They Act That Way?!

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



Date/time: Friday, May 28, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval pending

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

Presenter: Melvin C. McDowell Jr., MSW, LMSW

Beginning skill level

Target audience:

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

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

- Understand common childhood/adolescent mental health diagnoses.
- Compare and evaluate the different ways symptoms may present themselves (specifically looking at the impact of trauma).
- Identify different treatment methods/interventions and what workers could do to support caregivers (whether it's birth parents, foster parents, or residential staff).

Description: Child abuse and neglect prime the brain for further mental health challenges. Up to 80 percent of children in foster care have significant mental health issues, compared to approximately 18-22 percent of the general population, according to the National Alliance on Mental Illness (NAMI). This training will provide an overview of several mental health diagnoses that are commonly seen in children and teens who have encountered child welfare services. In this training you will leave understanding the symptoms of those diagnoses and how those symptoms impact the child, how they typically see the world around them, and in most cases, how the world views them. This training will review myths as they pertain to certain diagnoses. Lastly, this training will provide child welfare workers basic methods and interventions that have been proven to have success with the given diagnoses. There are many dos and don'ts that could be more supportive than not, to youth who have mental health challenges. This training will utilize exercises, games, small and large group discussions, and visual displays.

Past, Present, and Future: Grief and Loss in the Child Welfare Process

Curriculum: Trauma and crisis management: Trauma, grief, and loss



Date/time: Wednesday, June 23, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval pending

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

Presenter: Rebecca Rozema, LMSW, ACSW

Intermediate skill level

Target audience:

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

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

- Identify at least two specific times triad members are likely to experience grief and loss triggers.
- Describe one grief and loss struggle for each member of the child welfare services triad.
- List two strategies that can be used to help triad members to cope with their feelings of grief and loss through the child welfare process.

Description: The child welfare system, while necessary, is filled with experiences of grief and loss for all involved. This training will look at the many ways grief and loss are experienced by families and children through the foster care, kinship care, and/or adoption process and beyond. A major component of this training will be focusing on ways these losses are experienced by all in the triad, including the child, parents/birth parents, and foster/kinship/adoptive parents. Practical ways of acknowledging these losses and doing grief work, for all triad members, will be explored. This training will utilize exercises and small and large group discussions.

How to register:

<https://www.eventbrite.com/e/why-do-they-act-that-way-tickets-137077523563>

<https://www.eventbrite.com/e/past-present-and-future-grief-and-loss-in-the-child-welfare-process-tickets-137078243717>

Questions: Contact Emily Dixon, LMSW

Phone: 616-558-9618

Email: edixon@arbor.edu

Beyond Bath Bombs: Professional Resilience for Secondary Trauma

Curriculum: Secondary trauma: Self-care for workers



Date/time: Wednesday, July 21, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval pending

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

Presenter: Liz Sharda, PhD, LMSW

Intermediate skill level

Target audience:

- ✓ Foster Care Workers
- ✓ Adoption Workers
- ✓ Family Preservation Workers

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

- Identify at least three common myths about self-care.
- Identify at least two ways that participants are affected by secondary trauma.
- Set an intentional goal for one new professional resilience practice.

Description: There is nothing wrong with bath bombs! However, effective self-care that contributes to long-term professional resiliency requires more of us. In this training, we will highlight and challenge common myths about self-care such as “bath bombs, pedicures, and wine are enough” and “self-care is selfish.” We will spend time discussing the impact of the work on our bodies, minds, and relationships. Finally, we will spend most of our time discussing and practicing the elements of an effective professional resilience strategy. We will end by setting intentions for our own professional resilience practice. This training will utilize exercises, games, small and large group discussions, and visual displays.

Why Don't They Just Quit? How Our Personal Experience with Substance Use Influences Our Perceptions

Curriculum: Substance abuse: Providing support to families struggling with addiction; how to advocate for families and services to facilitate recovery.



Date/time: Friday, October 15, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval pending

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

Presenter: Melissa Tinervia, LMSW, CAADC, CCS

Intermediate and advanced skill levels

Target audience:

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

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

- Identify any personal bias related to working with individuals with substance use disorder.
- Understand how a substance use disorder manifests in someone's body and how it is clinically identified as a problem.
- Understand various treatment and recovery options available.

Description: Substance use disorders (SUD) are increasingly visible in our society. From the misuse of prescription drugs that contributed to the opioid epidemic, to the legalization of marijuana, substances are readily available for many. Our experiences with substances, including our use and the use of those around us, influences our belief systems about someone's ability to get help and recover. Substances, by themselves, are not the problem. The problem comes when someone uses the substance and then neglects major life areas such as work and parenting. When someone experiences a challenge in functioning, intervention is necessary to try and help that person become whole again. Understanding how an SUD manifests in someone's body leads to understanding about why they make the choices they make. Furthermore, using that understanding to help the person who has an SUD gain treatment and recovery instills hope. By understanding SUDs, we are becoming better helpers. This training will utilize exercises, games, small and large group discussions, and visual displays.

How to register: <https://www.eventbrite.com/e/beyond-bath-bombs-professional-resilience-for-secondary-trauma-tickets-137080301873>

<https://www.eventbrite.com/e/why-dont-they-just-quit-how-our-personal-experience-tickets-137081160441>

Questions: Contact Emily Dixon, LMSW

Phone: 616-558-9618

Email: edixon@arbor.edu

What Am I Thinking? Understanding Personal Values and Beliefs and Their Relationship to Cultural Identity and Practice

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

Date/time: Thursday, March 25, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved

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

Presenter: Daicia Price, LMSW, MSW



Beginning skill level

Target audience:

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

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

- Describe the systems framework of racism.
- Identify three tools of oppression.
- Identify methods of oppression that are perpetuated in areas of practice.

Description: This training will encourage participants to define and identify oppressive ideas and behaviors and their impact on marginalized populations. Participants will work collaboratively to examine individual biases and develop a plan to actively change individual and systematic oppressive actions. Attendees will participate in lecture and small group discussions to be introduced, develop an increased awareness, and identify methods to disrupt practices of systematic oppression and their outcomes. This training will utilize small and large group discussions and visual displays.

Creating Resilient Communities: Your Role

Curriculum: Cultural humility/cultural competence: Race equity and systemic racism.

Date/time: Thursday, April 22, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved

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

Presenter: Daicia Price, LMSW, MSW



Beginning skill level

Target audience:

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Family Preservation Workers

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

- Identify three categories of adverse childhood experiences (ACEs).
- Describe two ethical considerations and obligations for providing services to individuals that experience toxic stress and ACEs.
- Identify two resiliency strategies to utilize with children and families experiencing toxic stress.

Description: This training will introduce participants to the Adverse Childhood Experiences (ACEs) study. By highlighting the impact of ACEs and toxic stress, participants will be able to identify how specific experiences impact the health and social behaviors of individuals. Michigan's ACEs Initiative seeks to share invaluable information about the implications of ACEs in our communities as well as strategies for prevention and healing. Toxic stress experiences by members of target groups will be discussed. Resiliency strategies that professionals and community members can utilize to positively improve outcomes for children and families will be explored. This training will utilize small and large group discussions and visual displays.

Evidence-based Parenting Interventions to Help Parents Reduce the Use of Physical Punishment

Curriculum: Trauma and crisis management: Effects of abuse and neglect on children

Date/time: Friday, May 7, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved

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

Presenter: Shawna Lee, PhD, MS, MPP, MSW

Beginning skill level

Target audience:

- ✓ Children's Protective Services Workers
- ✓ Foster Care Workers
- ✓ Family Preservation Workers

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

- Identify two evidence-based parenting interventions that help parents reduce their physical punishment of children.
- Describe cognitive training strategies to help parents reframe their children's behavior to reduce parents' use of corporal punishment.
- Describe brief intervention approaches that work with parents.

Description: This training will focus on an issue that many social workers confront in their practice with children and families—the use of discipline and physical punishment in childrearing. This training will examine research on the effectiveness of a wide range of parental disciplinary approaches. This training will introduce a series of evidence-based parenting interventions and discuss how these interventions approach parents' beliefs and behaviors related to child discipline. We will discuss how cultural norms and beliefs may influence parents' discipline choices and how social workers can engage in productive dialogue with parents to help parents achieve their parenting aims. Content of this training is based on the book published by the instructor titled, *Ending the Physical Punishment of Children: A Guide for Clinicians and Practitioners*. This training will utilize small and large group discussions and visual displays.

Knowing What You See: Skills to Observe Parent-Infant/Young Child Relationships

Curriculum: Mental and behavioral health: Infant mental health—importance of bonding/attachment

Date/time: Friday, June 18, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved

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

Presenter: Julie Ribaud, LMSW, MSW

Beginning skill level

Target audience:

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

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

- Identify three key domains of interaction to assess for relational health.
- Identify two markers of healthy parent-infant relationships.
- Identify and respond to two markers of worrisome parent-infant relationships.

Description: What do interactions between babies and their caregivers “tell us” about the nature of their relationship? Are there ways of interacting that can help us understand when the relationship is strong, at risk, or worrisome? This training is designed to help child welfare professionals attend to the more subtle aspects of parent-young child relationships as a way to be more helpful to strengthening or supporting the parent-infant/young child relationship. This training will utilize small and large group discussions and visual displays.



How to register: Visit ssw.umich.edu/offices/continuing-education

Contact: Alia Wesala, LMSW **Email:** ssw.conted@umich.edu **Phone:** 734-763-5723

Clinical and Ethical Issues with Transgender and Gender Diverse Youth: A Deeper Dive

Curriculum: Cultural humility/cultural competence: Supporting LGBTQ youth

Date/time: Friday, July 30, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved

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

Presenter: Susan Radzilowski, LMSW, MSW



Beginning skill level

Target audience:

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

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

- Identify and apply relevant values, ethical principles, and ethical standards to clinical decision making when working with TGNC adolescents and youth. This will include the values of service, social injustice, competence, and cultural awareness.
- Identify three risk factors and three protective factors that may adversely impact TGNC children and adolescents and will explore possible interventions from an ethical lens.
- Apply ethical decision-making principles to one or two complex cases.

Description: This training will offer a working definition of terms, including transgender, gender identity, gender expression, intersex, gender nonconforming, non-binary, gender transition, and ally. Language and terminology will be examined with emphasis on using affirming language and avoiding offensive terminology. This training will examine mental health risk factors that impact transgender youth from an ethical lens. This training will focus on clinical interventions with an emphasis on delivering these interventions from an ethical and evidence-based lens. We will focus on two complex case examples. This training will utilize small and large group discussions and visual displays.

Trauma or ADHD: Trauma-informed Tools for Working with ADHD

Curriculum: Trauma and crisis management: Trauma, grief, and loss

Date/time: Friday, September 17, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved

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

Presenter: Hillary Baldwin-Steller, LMSW, MSW

Intermediate skill level

Target audience:

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

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

- Describe the spectrum of toxic stress and how trauma affects our brain functionality.
- Describe ADHD symptoms and how our brain functionality affects our ability to learn.
- Explain why working in a trauma-informed way is more effective than a non-trauma-informed way when working with all clients.

Description: This training will discuss the latest research findings on ADHD and provide greater understanding of the effects ADHD has on the brain and how these effects are very similar to those left on the brain by traumatic experiences. We will discuss the spectrum of trauma and how even small sometimes unnoticed events can cause symptoms comparable to those recognized as common ADHD symptoms. We will draw a clear connection between the spectrum of trauma and ADHD. In the second half of the training, we will focus on trauma-informed practice skills to create a more effective setting for supportive treatment of individuals with ADHD and/or traumatic experiences. Using the research to guide our work, we will discuss somatic awareness and tools to build safety for a positive healing environment. This training will utilize small and large group discussions and visual displays.

Motivational Interviewing for Youth and Emerging Adults

Curriculum: Substance abuse: Providing support to families struggling with addiction

Date/time: Friday, February 5, 2021 • Program 8:30 AM – 12:00 PM (ET)

Location: Live synchronous training via WebEx

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

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

Presenter: Jennifer Harrison, PhD, LMSW, CAADC



Beginning skill level

Target audience:

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

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

- Recognize change talk and practice moving to behavior change from there.
- List three purposes of resistance and how to incorporate that into clinical practice.
- Practice simple, complex, amplified, and double-sided reflections for use in clinical practice.

Description: Motivational interviewing is an evidence-based practice with utility in a variety of change processes, from smoking cessation to readiness to seek mental health treatment. Motivational interviewing is especially useful for practice with youth and young adults as it is developmentally matched. This training will remind participants of the Stages of Change model as well as the philosophies and implementation steps of motivational interviewing toward the goal of initial implementation by students and practitioners in assisting clients with substance use and/or mental health needs in progressing toward their recovery goals. This training will use exercises and small group discussion.

Going Beyond Self-care: Working with Trauma

Curriculum: Secondary trauma

Date/time: Wednesday, July 14, 2021 • Program 1:00 PM – 4:15 PM (ET)

Location: Live synchronous training via WebEx

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

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

Presenter: Jessica Gladden, PhD, LMSW, RYT-500



Beginning and intermediate skill levels

Target audience:

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

Training objectives: As a result of this training, participants will:

- Learn at least five signs of compassion fatigue/burnout.
- Assess your own level of self-care practices.
- Engage in two practices that will increase your self-care.

Description: In this training, you will begin to understand how witnessing trauma or experiencing your own trauma will impact you. You will learn the signs of compassion fatigue and burnout for yourself and other workers. You will have an opportunity to explore your own skill set in relation to self-care and will practice at least two activities that can be incorporated into your daily self-care practice. This training will use exercises, small and large group discussion, and visual displays.

The Pot Is Boiling Over. Can you Hear It?: Equipping Child Welfare Workers to Identify White Privilege and Implicit Bias Affecting Children and Families in Foster Care

Curriculum: Cultural humility/cultural competence

Date/time: Friday, August 6, 2021 • Program 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via WebEx

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

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

Presenter: Sandra Bibliomo, LMSW



Intermediate skill level

Target audience:

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

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

- Identify a cultural competency framework to increase service delivery.
- Differentiate between cultural humility vs. cultural competency.
- Identify indicators of overuse of power and position within the role and techniques to move toward a relationship of respect and dignity.

Description: This training will provide an opportunity for child welfare workers to identify issues within the process related to white privilege, racism, implicit bias, and power, which impacts their ability to provide positive outcomes for all involved. This training will equip child welfare workers with tools to self-identify to these issues and to provide resources for increasing their understanding and identify areas for additional training. Current definitions, case examples, and discussion will be used to demonstrate the need for increased cultural humility and cultural competence as the method for delivery. This training will introduce the *NASW Cultural Competency Standards* as a guideline to measure effectiveness in the child welfare process. This training will utilize small and large group discussion and visual displays.

How to register: Visit <https://wmich.edu/hhs/ce>

Contact: Nick Postelli or Alicia Kreps (Dorr)

Phone: 269-387-2638

Email: chhs-info@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
- ✓ Family Preservation Workers

Play It Again SAM (Sneaky Addictive Mind) #210-21

Date/time: Monday, March 1, 2021 • Program 12:00 PM – 1:15 PM (ET)

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Tom Moore, LMSW, LLP, CAADC, CCS**, founded Two Moons, LLC, in 2014, providing consultation, training, and supervision. Moore has master's degrees in education and psychology. He has been a Western Michigan University instructor since 1986.



Intermediate skill levels

Description: When addressing parental substance misuse, multiple factors complicate assessment and evaluation. Determining risk to children, impact on the family unit, as well as need for a formal treatment process necessitate a firm grasp on the etiology of substance problems, co-morbidity of trauma, and effective community resources. Given the intergenerational nature of trauma and substance misuse, this webinar will draw on two integrated service approaches designed to address stigma, misconceptions about trauma and substance misuse, and indicated treatment regimens. This webinar will utilize exercises, large group discussion, and visual displays; incorporate participant feedback; and allow time for questions and answers.

Mindfulness, Wellness, and Creative Self-care for the Helping Professional #211-21

Date/time: Friday, March 12, 2021 • Program 12:00 PM – 1:15 PM (ET)

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Stephanie McCann, LMSW**, is in her element when she is helping another become their most authentic and healthy self. This is her purpose. She has been contributing to the field of Social Work since 2009 when she graduated with her MSW from Michigan State University. With a passion for clinical social work with children and families, McCann's career has focused on child welfare, trauma-informed practice, foster and adoptive parent recruitment and retention, and the importance of mindful self-care and the helping profession. As the academic recruitment specialist at Michigan State University, she is responsible for recruitment planning for BASW and MSW programs and is a clinical instructor.



Beginning skill level

Description: This webinar seeks to prepare participants to understand secondary traumatic stress exposure in the workplace and the conditions that may expose helping professionals to secondary traumatic stress. This webinar will allow participants the space to assess their exposure to workplace conditions that may impact their mental health, wellness, and self-care practices with mindful awareness. Participants will be able to identify supports and resources to improve their holistic functioning as well as utilize self-assessment tools for reflection. This training seeks to impact the awareness of and need for stress management and focus on self-care. The practice of mindfulness will be explored as a tool to increase the helping professional's awareness and peace during times of stress. This webinar will utilize large group discussion and visual displays; incorporate participant feedback; and allow time for questions and answers.



A Guide to Caring for Muslim Children in Foster Care #206-21

Date/time: Thursday, March 18, 2021 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval MICEC #0001
Presenters: **Ranya Shbeib** is co-founder of the Muslim Foster Care Association.
Shereen Abunada is director of operations of the Muslim Foster Care Association.



Beginning skill level

Description: Every foster child has the right to be cared for with cultural and religious sensitivity. This webinar will provide a basic introduction to Islam, discuss challenges for Muslim children in foster care, and offer suggestions for accommodations. This webinar will serve as a brief guide to understanding the diverse identity, religion, and culture of Muslim children as it pertains to caring for them. This webinar will utilize large group discussion and visual displays; incorporate participant feedback; and allow time for questions and answers.

An Introduction to Motivational Interviewing #212-21

Date/time: Monday, April 5, 2021 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval MICEC #0001
Presenter: **Michael Reiffer, LMSW**, is the clinic manager for the Pine Rest Southwest Clinic and is an outpatient psychotherapist. He graduated from Calvin College with a BA in psychology and earned his MSW from Western Michigan University. Reiffer is a clinical social worker licensed by the State of Michigan and has over 19 years of experience. He has advanced training in motivational interviewing therapy (and is a trained trainer) and training in eye movement desensitization and reprocessing (EMDR), parts I and II. Reiffer is a skilled and engaging presenter who leads workshops on a variety of topics for companies and churches in the community.



Beginning skill level

Description: Motivational interviewing is a counseling method that helps clients to resolve ambivalent feelings and insecurities to find the internal motivation they need to change their behavior. The overall principles and strategies will be presented. This webinar will utilize large group discussion, visual displays; incorporate participant feedback; and allow time for questions and answers.

Applying Our Understanding of Social Identities in the Workplace #202-21

Date/time: Wednesday, April 21, 2021 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval MICEC #0001
Presenters: **Gina Tremonti Gembel, MSW**, is director of MSU School of Social Work Continuing Education.
Krista Rowe, CTF, is director of diversity, equity, and inclusion at Event Garde.



Beginning skill level

Description: Social identity is a person's sense of who they are based on their group membership(s) (e.g., social class and family status). Groups give us a sense of social identity, a sense of belonging to the social world. This webinar will focus on how understanding our own social identities and the social identities of others contributes to a thriving, more connected work environment. This webinar will utilize exercises, small and large group discussions, and visual displays; incorporate participant feedback; and allow time for questions and answers.



Youth Aging Out of Foster Care: Body-based Practices to Promote Post-traumatic Growth #213-21

Date/time: Monday, April 26, 2021 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Yvonne Unrau, PhD, LMSW**, is professor of social work and director of the Center for Fostering Success at Western Michigan University. She earned 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.



Beginning skill level for Foster Care Workers

Description: This webinar will focus on pragmatic strategies to aid professionals who are 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. This webinar will introduce practical knowledge and skills to aid young people with stress recognition, emotional processing, and post-traumatic growth. This webinar will utilize large group discussion and visual displays; incorporate participant feedback; and allow time for questions and answers.

Working Within Michigan's Family Division Court System #214-21

Date/time: Wednesday, April 28, 2021 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Joseph Kozakiewicz, JD, LMSW**, is director of the Chance at Childhood Program at Michigan State University.



Beginning skill level

Description: In this webinar, you will be given an overview of the Michigan Family Division court system, including structure and jurisdiction within the Family Division, Family Division Referees, the Friend of the Court, and specialty courts. To help child welfare professionals understand the legal perspective involved in their work, this webinar will describe the training and ethical obligations of lawyers and judges as well as discussion on how to work cooperatively to better serve clients. The nature of our court system and how this may impact decision making will also be described. This webinar will utilize large group discussion and visual displays; incorporate participant feedback; and allow time for questions and answers.

Big Behavior and Trauma: Similarities, Differences, and Strategies for Working with Traumatized Youth #215-21

Date/time: Wednesday, May 12, 2021 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Kelley Blanck, LMSW**, is a clinical instructor at MSU School of Social Work.



Beginning skill level

Description: In Michigan, over 28% of children under the age of 17 have experienced two or more adverse childhood experiences (ACEs), well above the national average. ACEs include verbal, psychological, physical, or sexual abuse (witness or victim), among other somewhat complex traumatic events (ACES Study, 2011). These traumatic experiences can greatly affect how children view and cope with life. Complexly traumatized children often behave in ways that seem random, unpredictable, withdrawn and extreme, struggling with impulse control and being able to think through consequences (NCTSN, 2017). Research and practice are now opening our eyes to the significant relationship between behavior and trauma exposure. In this webinar, you will learn about common similarities and differences between typical developmental behaviors and trauma behavior as well as the interrelatedness of each. You will receive strategies for working with youth who are exhibiting big behavior due to trauma exposure. In addition, you will learn tips and resources for further education and tools available to families. This webinar will utilize large group discussion and visual display; incorporate participant feedback; and allow time for questions and answers.



Trauma and Substance Use: Toward a Trauma-Informed Recovery Model for Substance Use Disorders #208-21

Date/time: Friday, May 14, 2021 • Program 12:00 PM – 1:15 PM (ET)

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Amelia Siders, PhD, LP**, serves as the clinical director for TBCAC and has been working in the mental health field since 1994. She received a BA in psychology from the University of Michigan and completed her doctoral degree in clinical psychology at the California School of Professional Psychology, San Diego. A licensed psychologist, Dr. Siders specializes in assessment, treatment, and advocacy for children, adolescents, and adults with emotional, behavioral, trauma, and substance use disorders.



Intermediate skill level
Substance Use Specific
Trauma Certificate Elective

Description: This webinar will utilize research and clinical experience/expertise to outline the importance of a trauma-informed recovery model of care for substance use disorders. You will gain an understanding of the importance of assessing and treating these disorders with an integrated approach. This webinar will utilize exercises, large group discussion, and visual displays; incorporate participant feedback; and allow time for questions and answers.

Having the Tough Conversations About Race with Your Clients #216-21

Date/time: Monday, May 24, 2021 • Program 12:00 PM – 1:15 PM (ET)

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: **Stacey Goodson, MS**, obtained her bachelor's degree in Criminal Justice and her master's degree in human services. She has worked in child welfare for more than ten years and also has experience in education administration. Goodson owns her own training and consulting business and is passionate about providing excellent training opportunities. In her experience, she also had the privilege of parenting 18 children in foster care. She uses her variety of experiences to draw from to facilitate this and other trainings. She is passionate about advocating for youth to have opportunities to be the best version of themselves!



Beginning skill level

Description: This webinar will assist and guide child welfare staff in having the challenging discussions about race and current events with their clients. The training itself may cause discomfort for participants due to the nature of the discussion; however, it will be provided in a safe environment. This webinar will utilize large group discussion and visual displays; incorporate participant feedback; and allow time for questions and answers.



How to register for webinar training:

For pricing, further details, and online registration, visit 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. 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.

Michigan State University School of Social Work, an accredited social work education program, is authorized by the Michigan Licensure Law Administrative Rule 338.2965 to award Michigan social work continuing education contact hours. We are also an approved Michigan Social Work Continuing Education Collaborative Provider (provider #0001) for all programs through August 2021, renewed annually.

On-Demand Training Courses

Now offering FREE online courses! No registration required!

Online courses are recordings of live webinars and can be watched from the convenience of your home, office, or on the go! For each course, you will complete a pre-training evaluation and post-training evaluation. NO CONTINUING EDUCATION CLOCK HOURS (CECHs) are offered for the online courses, which are listed on pages 28–30. To improve your experience, we have created training categories including topics related to caregiving, children and families, substance abuse, supervision, trauma, and more. We offer trainings specific to caregivers, supervisors, and child welfare workers.

To view all course offerings, visit

<https://socialwork.msu.edu/CE/Online-Child-Welfare-Courses>

A few highlighted courses!

Connecting Brain and Behavior

This online course 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.

Dissociative Coping in Traumatized Children

This online course will review the underlying risks leading to dissociative coping in children. Children exposed to traumatic events frequently rely on dissociative strategies to manage intolerable fear or pain. Younger children, in particular, may be vulnerable as their skills of managing stress are limited. Dissociative tendencies are easily misinterpreted by caregivers and professionals as intentional or characterological (i.e., “ignoring me” or “lazy”). Implications for assessing and treating traumatized children will be included.

When Addiction Trumps Relationships: Working with Mothers and Addiction

This online course will present information on the scope of the problem of mothers with substance use disorders and the impact of this problem on children. Common substances of abuse and their impact on biological and behavioral functioning will be discussed. You will learn the impact of addictive processes on the capacity for attachment among mothers with addiction and difficulties with emotion regulation and reward systems. A description of current practices with substance abusing mothers and their children will also be presented.

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
Caregiver	200-18	Trauma-informed Caregiving (Part 2): Understanding Neurodevelopment and the Stress Response System
Caregiver	204-18	Trauma-informed Caregiving (Part 3): Practical Parenting Strategies
Caregiver	208-18	Support Services for Transgender and Gender Non-Conforming Children & Families
Caregiver	217-18	Locating the Past & Building the Future
Caregiver	336-17	Caregiver: Advocating for My Child in the School System
Caregiver	354-17	Caregiver: Understanding the Role of Life Books for Youth in Care
Caregiver	372-17	Trauma-informed Caregiving (Part 1): Becoming Trauma-informed Parents.
Caregiver	381-17	Intergenerational Trauma & Our Work with Birth Parents: Understanding the Bridge to Success
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	346-17	When Addiction Trumps Relationship: Working with Mothers and Addiction
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

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
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	359-17	The Healing Breath: Practicing Meditation and Self-care as a Child Welfare Professional
General/MDHHS	362-17	Your Role in Making Medicaid Happen
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	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	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	390-17	Honoring and Empowering Adolescents
General/MDHHS	392-17	Having the Tough Conversations About Race with Your Clients
General/MDHHS	397	Beyond Breathing: Tools for Teaching Relaxation in Trauma Work
General/MDHHS	398	Rethinking Retention: A More Holistic Approach to Supporting Foster Parents
General/MDHHS	399	Changing Outcomes Through Resiliency
General/MDHHS	700	The Crossroads of Child Welfare and Human Trafficking
General/MDHHS	701	Preventing Further Harm: A Brief Overview of Trauma for the Child Welfare Profession
General/MDHHS	702	"I Love My Job": Supervision as a Tool for Preventing Burnout and Vicarious Trauma with Workers

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
General/MDHHS	200-18	Trauma-informed Caregiving (Part 2): Understanding Neurodevelopment and the Stress Response System
General/MDHHS	201-18	Connecting Brain and Behavior
General/MDHHS	202-18	Supervision Strategies for Managing Secondary Trauma and Workplace Stress
General/MDHHS	203-18	"Who Am I?" Fostering Identity Development With Foster and Adopted Youth
General/MDHHS	205-18	Why It's Wrong to Assume Infants Are Resilient: Exploring the Effects of Trauma in Pregnancy and Infancy
General/MDHHS	206-18	Youth Aging Out of Foster Care: Body-based Practices to Promote Post-traumatic Growth
General/MDHHS	210-18	The Opioid Crisis in America: Identification and Treatment Strategies for Social Workers
General/MDHHS	213-18	Ending Zero Tolerance: What Child Welfare Workers Should Know
General/MDHHS	214-18	The Impact of Racial Bias on Traumatized Clients in Child Welfare
General/MDHHS	211-18	Integrating Mindfulness and Wellness for Stress Reduction
General/MDHHS	215-18	Trauma and Substance Use
TARGET AUDIENCE	COURSE #	TRAINING TITLE
Leadership	339-17	Principles of a Mobile Workforce
Leadership	361-17	Making the Case for Retention-focused Management
Leadership	216-18	Supervision Strategies for Managing Secondary Trauma and Workplace Stress
Leadership	212-18	Engaging Older Youth in Permanency Planning: To be Adopted or Not to be Adopted?
Leadership	218-18	Principles of Staff Engagement
Leadership	220-18	Challenges in School (Part 1): Barriers for Children in Foster Care
Leadership	221-18	Challenges in School (Part 2): Strategies for Success
Leadership	200-19	The Matter of Motivation



School of Social Work
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Registration for child welfare online courses is no longer required!

All child welfare online courses are available here:

<https://socialwork.msu.edu/CE/Online-Child-Welfare-Courses>.

Click on "Begin this course" under the course you would like to take. This will take you to a survey to record your attendance, and then you will be redirected to the video.

NO CECHs ARE AWARDED FOR THESE ONLINE COURSES.

Additional online trainings will become available soon!

Stay tuned, and check the website often!



Maximizing MiTEAM! Using Practice Models as the Center Pole Between Compliance and Values-Driven Work #223-21



Date/time: Monday, March 8, 2021

Program 12:00 PM – 1:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: Charmaine Brittain, PhD, MSW

Intermediate skill level

Target audience:

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

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

- Describe how MiTEAM can result in improved job satisfaction and child and family outcomes.
- Differentiate between compliance- and values-driven work.
- Describe strategies for infusing MiTEAM into daily work.

Description: Michigan's MiTEAM Practice Model offers great potential to be the center pole in balancing compliance- and values-driven case practice. Learn why a practice model is so important and how to more fully incorporate MiTEAM in all aspects of daily work. This training will focus on concrete strategies that will help to realize MiTEAM's potential. This training will utilize visual displays and allow time for questions and answers.

Supporting Transition to Work for New Hires and Recent Graduates #221-21



Date/time: Friday, April 16, 2021

Program 12:00 PM – 1:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: Cheryl Williams-Hecksel, LMSW

Intermediate skill level

Target audience:

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

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

- Identify at least three factors that influence job satisfaction and retention of newly hired child welfare workers.
- Identify at least three strategies that support transition into the workforce for newly hired workers.

Description: Retention in the workforce can be greatly impacted with strategies that support newly hired child welfare workers as they transfer learning from their degree programs and pre-service training into the agency setting. This training will identify factors that influence retention of new workers and strategies that support retention. This training will utilize visual displays and allow time for questions and answers.

For in-person training registration, see page 16.

For webinar registration, see page 27.



Virtual Supervision in the New Post-COVID Reality #224-21



Date/time: Thursday, April 22, 2021

Program 1:00 PM – 3:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 2 hours • Approval MICEC #0001

Presenter: Charmaine Brittain, PhD, MSW

Intermediate skill level

Target audience:

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

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

- Describe effective strategies for virtual supervision.
- Differentiate between strategies to leave behind and those to keep post-pandemic.
- Apply strategies to scenarios.

Description: In 2020, we pivoted to everything going virtual—what happens in the post-Covid world? This training will discuss supervision and what worked during the pandemic related to virtual supervision and what did not. We'll talk about moving forward and various scenarios you may encounter in the future. This training will utilize visual displays and allow time for questions and answers.

Nonprofit Leadership and Advocacy #225-21



Date/time: Friday, April 23, 2021

Program 1:00 PM – 3:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 2 hours • Approval MICEC #0001

Presenter: Alicia Guevara Warren, MPAff

Intermediate skill level

Target audience:

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

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

- Apply a results-based leadership and accountability framework to further results for the population(s) served.
- Begin to formulate individual results-based sequence with result, population, and plan for the use of data and completion of a factor analysis.
- Identify strategies that center equity and help to advocate for improved outcomes.
- Demonstrate the use of an adaptive leadership solution or strategy to a current challenge or barrier in the current work.

Description: Training participants will be introduced to a results-based accountability framework that focuses on achieving results for the population(s) they serve while holding equity in the center. There will be discussion on collaborative leadership and adaptive leadership techniques and skills, which are key to improving population-level results. The training will also provide an overview of various advocacy strategies. This training will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

For in-person training registration, see page 16.

For webinar registration, see page 27.



Tools to Support Worker Well-being #222-21



Date/time: Friday, May 7, 2021

Program 12:00 PM – 1:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 1 hour • Approval MICEC #0001

Presenter: Sharon Kollar, LMSW

Beginning skill level

Target audience:

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

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

- Describe how the culture of your child welfare program impacts worker well-being.
- Discover tools that workers and supervisors can use to support self-care.
- Consider how you will use culturally responsive self-care tools in supervision.

Description: In this highly interactive training, participants will explore how organizational culture impacts worker well-being and the role supervisors can play in mitigating organizational influences. Tools to support well-being will be discussed, and participants will consider how to use these tools in supervision. Resources for developing culturally responsive self-care plans will also be shared. This training will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

Addressing Equity and Inclusion in Supervision #219-21



Date/time: Thursday, June 24, 2021

Program 10:00 AM – 12:00 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 2 hours • Approval MICEC #0001

Presenter: Anthony Mack

Beginning and intermediate skill levels

Target audience:

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

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

- Define and discuss equity and inclusion.
- Recognize personal perceptions and views.
- Discuss the value of diversity.
- Practice strategies to address equity in supervision conversations.

Description: The exploration of equity and inclusion opens the door to having meaningful conversations with others. More importantly, agency leadership must model and reinforce positive values that create and promote a respectful, open, and inclusive environment. The first step is to recognize the value of diversity and to facilitate open discussions as a community of learners. This two-hour training will provide participants with the opportunity to explore and discuss the importance of addressing equity and inclusion during supervision conversations. This training will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

For in-person training registration, see page 16.

For webinar registration, see page 27.



Coaching Through Adaptive Challenges

#220-21

Date/time: **Tuesday, June 29, 2021**

Program 10:00 AM – 12:00 PM (ET)

Location: **Live synchronous training via Zoom**

Social Work CECHs: 2 hours • Approval MICEC #0001

Presenter: **Anthony Mack**



Beginning and intermediate skill levels

Supervisors

Target audience:

✓ **Children's Protective Services**

✓ **Foster Care Supervisors**

✓ **Adoption Supervisors**

✓ **Family Preservation Supervisors**

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

- Define coaching and describe the application of coaching in addressing adaptive challenges.
- Understand the components of coaching and the principles and assumptions of effective coaching.
- Identify the attributes and skills of an effective coach.

Description: The purpose of this two-hour training is to promote the use of coaching to address organizational adaptive challenges. Session participants will explore coaching as a mechanism for increasing staff confidence to achieve agency goals related to service delivery. Additionally, participants will practice coaching techniques that can be integrated into problem-solving and decision-making strategies. This training will utilize visual displays, incorporate participant feedback, and allow time for questions and answers.

For in-person training registration, see page 16.

For webinar registration, see page 27.



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

Building Your Village: The Importance of Foster Parent Support Parts I and II

Dates/time: **Part I: #203-21 Tuesday, February 9, 2021** • Program 12:00 PM – 1:15 PM (ET)

Part II: #204-21 Tuesday, March 9, 2021 • Program 12:00 PM – 1:15 PM (ET)

Location: **WEBINAR**

Presenter: **Liz Sharda, PhD, LMSW**, has been a licensed foster parent since 2008, and together with her husband has fostered children from age 1-1/2 to 18. She has also worked in the child welfare field in a variety of roles, including foster care, residential treatment, and staff and parent training. She is currently an assistant professor of social work at Hope College in Holland, MI. Sharda recently completed her PhD from Michigan State University's School of Social Work, where her dissertation research focused on stress, well-being, retention, and social support among licensed foster parents.



Beginning and intermediate skill levels

Target audience: Caregivers

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

- Session I: Name at least three common stressors of foster parenting.
- Session I: Identify the role of social support in promoting foster parent resilience.
- Session II: Name four types of social support.
- Session II: Identify at least one source (or potential source) for each type of support in their own lives.

Description: Foster parents have one of the most stressful roles in the child welfare system. Though we know this to be true, we don't often talk about what promotes foster parent resilience within their challenging role. This two-part webinar will focus on the role of social support in reducing the impact of stress on foster parents. The first session will include information on common sources of stress in fostering and the role of social support in promoting foster parent resilience. We will discuss the various types of social support and how they each meet unique support needs for foster parents. The second session will focus on application of ideas learned in the first session. Participants will complete a guided self-assessment of their own support networks, which will include examples of each type of support and space to consider how each is fulfilled (or lacking) in their own lives. Participants will complete the two-part series with increased understanding of social support as a key component of fostering and increased awareness of their own support systems' strengths and gaps.

How to register for trainings

Webinar training: Visit socialwork.msu.edu/ceu/catalog.php
Under Topics of Interest, click "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.

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.

For information regarding policies and procedures, visit socialwork.msu.edu/ceu/faq.php

If questions, contact: MSU School of Social Work Continuing Education office: 517-353-3060, swkce@msu.edu

Calendar of trainings

MONTH	TRAINING TITLE	DATE and TIME	LOCATION	HOSTING UNIVERSITY	PAGE
February 2021	Motivational Interviewing for Youth and Emerging Adults	Friday, February 5 8:30 AM – 12:00 PM (ET)	Live synchronous training via WebEx	Western Michigan University	22
	Building Your Village: The Importance of Foster Parent Support - Part I	Tuesday, February 9 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	36
March 2021	Play It Again SAM (Sneaky Addictive Mind)	Monday, March 1 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	24
	Gender Affirming Care for Transgender Youth	Thursday, March 4 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	14
	Maximizing MiTEAM! Using Practice models as the Center Pole between Compliance and Values-Driven Work	Monday, March 8 12:00 PM – 1:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	32
	Building Your Village: The Importance of Foster Parent Support - Part II	Tuesday, March 9 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	36
	Mindfulness, Wellness, and Creative Self-care for the Helping Professional	Friday, March 12 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	24
	Understanding & Addressing the Needs of LGBTQ+ Youth in Foster Care	Wednesday, March 17 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	9
	A Guide to Caring for Muslim Children in Foster Care	Thursday, March 18 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	25
	Child Sexual Abuse Awareness, Prevention, Investigation, and Treatment Education	Friday, March 19 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Andrews University	5
	Dynamics of Domestic Violence and Needs of Trauma Survivors	Wednesday, March 24 8:50 AM – 12:00 PM (ET)	Live synchronous training via Zoom	Grand Valley State University	12
	What Am I Thinking? Understanding Personal Values and Beliefs and Their Relationship to Cultural Identity and Practice	Thursday, March 25 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	19
	Foster Care Workers: A Primer on Special Education and 504 Services	Friday, March 26 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	7
	An Introduction to Motivational Interviewing	Monday, April 5 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	25
	The Effects of Trauma on Our Community	Thursday, April 15 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	14
April 2021	Supporting Transition to Work for New Hires and Recent Graduates	Friday, April 16 12:00 PM – 1:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	32
	Applying Our Understanding of Social Identities in the Workplace	Wednesday, April 21 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	25
	Creating Resilient Communities: Your Role	Thursday, April 22 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	19
	Virtual Supervision in the New Post COVID Reality	Thursday, April 22 1:00 PM – 3:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	33
	Nonprofit Leadership and Advocacy	Friday, April 23 1:00 PM – 3:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	33
	Youth Aging Out of Foster Care: Body-based Practices to Promote Post-traumatic Growth	Monday, April 26 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	26
	Working Within Michigan's Family Division Court System	Wednesday, April 28 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	26
	Interconnections Between Child Welfare and Human Trafficking: Why So Many Children?	Friday, April 30 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	8

Calendar of trainings

MONTH	TRAINING TITLE	DATE and TIME	LOCATION	HOSTING UNIVERSITY	PAGE
May 2021	Navigating the Education System for Youth in Care	Monday, May 3 9:30 AM – 12:45 PM (ET)	Live synchronous training via Zoom	Ferris State University	9
	Understanding the Intricacies of Substance Use Assessments	Friday, May 7 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Andrews University	5
	Great Gains! Managing Stress and Advancing Job Satisfaction	Friday, May 7 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	8
	Creating a Culturally Humble Child Welfare System	Friday, May 7 8:50 AM – 12:00 PM (ET)	Live synchronous training via Zoom	Grand Valley State University	12
	Evidence-based Parenting Interventions to Help Parents Reduce the Use of Physical Punishment	Friday, May 7 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	20
	Tools to Support Worker Well-being	Friday, May 7 12:00 PM – 1:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	34
	Big Behavior and Trauma: Similarities, Differences, and Strategies for Working with Traumatized Youth	Wednesday, May 12 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	26
	Advocating for Children Within the K-12 Educational System	Friday, May 14 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	10
	Trauma and Substance Use: Toward a Trauma-Informed Recovery Model for Substance Use Disorders	Friday, May 14 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	27
	Becoming Culturally Competent and Practicing Cultural Humility to Work Effectively with Diverse Populations	Friday, May 21 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	10
	Having the Tough Conversations About Race with Your Clients	Monday, May 24 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	27
	Why Do They Act That Way?!	Friday, May 28 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	17
June 2021	Strategies for Supporting Youth Who Experienced Sexual Assault	Wednesday, June 9 11:00 AM – 2:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	11
	Engaging Refugee Youth in Their Transitional Foster Care Placement	Friday, June 11 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Andrews University	6
	Human Trafficking for Child Welfare Professionals	Tuesday, June 15 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	15
	Knowing What You See: Skills to Observe Parent-Infant/Young Child Relationships	Friday, June 18 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	20
	Past, Present, and Future: Grief and Loss in the Child Welfare Process	Wednesday, June 23 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	17
	Addressing Equity and Inclusion in Supervision	Thursday, June 24 10:00 AM – 12:00 PM (ET)	Live synchronous training via Zoom	Michigan State University	34
	Coaching Through Adaptive Challenges	Tuesday, June 29 10:00 AM – 12:00 PM (ET)	Live synchronous training via Zoom	Michigan State University	35
July 2021	Going Beyond Self-care: Working with Trauma	Wednesday, July 14 1:00 PM – 4:15 PM (ET)	Live synchronous training via WebEx	Western Michigan University	22
	Beyond Bath Bombs: Professional Resilience for Secondary Trauma	Wednesday, July 21 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	18
	Clinical and Ethical Issues with Transgender and Gender Diverse Youth: A Deeper Dive	Friday, July 30 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	21

Calendar of trainings

MONTH	TRAINING TITLE	DATE and TIME	LOCATION	HOSTING UNIVERSITY	PAGE
August 2021	The Pot Is Boiling Over. Can you Hear It?: Equipping Child Welfare Workers to Identify White Privilege and Implicit Bias Affecting Children and Families in Foster Care	Friday, August 6 9:00 AM – 12:15 PM (ET)	Live synchronous training via WebEx	Western Michigan University	23
	Healing Racial Violence: The Power of Consciousness and Communication	Thursday, August 12 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	15
	Healing Racial Violence	Thursday, August 12 12:00 PM – 1:15 PM (ET)	WEBINAR	Michigan State University	28
September 2021	Secondary Trauma: Compassion Fatigue and How to Recognize It	Friday, September 10 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Andrews University	6
	Using an Equity Framework in Child Welfare	Wednesday, September 15 1:00 PM – 4:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	16
	Maintaining Family Roots: The Impact of Sibling and Relative Relationships and Community Connections on a Child's Well-being, Permanency, and Identity	Friday, September 17 8:50 AM – 12:00 PM (ET)	Live synchronous training via Zoom	Grand Valley State University	13
	Mamas and Traumas: Working with Mothers Who Have Experienced Trauma	Friday, September 17 1:00 PM – 4:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	11
	Trauma or ADHD: Trauma-informed Tools for Working with ADHD	Friday, September 17 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	21
October 2021	Why Don't They Just Quit? How Our Personal Experience with Substance Use Influences Our Perceptions	Friday, October 15 9:00 AM – 12:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	18

Additional trainings
and exciting new
topics coming
in fall 2021



School of Social Work
MICHIGAN STATE UNIVERSITY

Continuing Education
MSU School of Social Work
Baker Hall
655 Auditorium Road, Room 2
East Lansing, MI 48824