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

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in this catalog
are offered
online!**

2021-2022 Child Welfare In-Service Training

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

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

Delivered by
Michigan Graduate Schools of Social Work

OFFERING SOCIAL WORK CONTINUING EDUCATION CREDIT HOURS



School of Social Work
MICHIGAN STATE UNIVERSITY



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Schools of Social Work

Andrews University
Eastern Michigan University
Ferris State University
Grand Valley State University
Madonna University
Michigan State University
Northern Michigan University
Saginaw Valley State University
Spring Arbor University
University of Michigan
Wayne State University
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 12 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 Elizabeth Hertel and her Children’s Services Agency Director Demetrius Starling. 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.

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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 19–22.



School of Social Work
MICHIGAN STATE UNIVERSITY

Providing Support to Families Struggling with Addiction

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

Date/time: Friday, February 25, 2022 • 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: Michelle Warren, MA, LPC, CCS, CAADC
Shannon White, LLPC, 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:

- Understand addiction and the stages of change.
- Understand how addiction affects family and what that looks like.
- Increase their ability to provide families with community treatment options.

Description: Substance use disorder (SUD) affects the entire family, from the children to mothers, father, brothers, sister, aunts, and uncles. Substance use affects every family differently, but understanding the basics of addiction is a key component of assisting families navigating this disease. This training will provide participants with basic information on how addiction affects the individual, in addition to providing education regarding the stages of changes the individual will experience during recovery. Participants will learn about the effects addiction has on the family as whole and increase their ability to provide families with community treatment options. This training will utilize exercises, small and large group discussions, and visual displays.

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

Contact: Margrethe Kerlin
Email: swceu@andrews.edu
Phone: 269-944-7350
Website: www.andrews.edu/socialwork

Supporting Foster Youth with Disabilities

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

Date/time: Friday, October 29, 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: 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:

- Identify factors to look for in assessing when youth with disabilities are undergoing stress, frustration, or agitation.
- Recognize and identify the A, B, C (e.g., antecedent, behavior, consequence of the behavior) associated with behavior.
- Articulate strategies and techniques to provide behavioral support for youth with disabilities in a variety of settings (e.g., school, home, work, social setting).

Description: This training will provide a foundation to understand behavior of youth with disabilities. A special focus will be placed on identifying the function and purpose of behavior and how to best support youth with disabilities. Due to the complexity and co-morbid challenges often experienced by youth with disabilities, this training will provide techniques and strategies that can be employed to effectively anticipate, analyze, and provide solutions to address complex behaviors. Techniques and strategies that will be discussed include: mechanisms to create and employ behavior plans, self-monitoring systems, and visual schedules. This training will also provide a framework to understand the complex challenges faced by youth with disabilities and their providers and caregivers who provide regular support. This training will utilize exercises, small and large group discussions, and visual displays.

Grandparents as Caregivers

Curriculum: Permanency: Techniques to promote attachment and bonding

Date/time: Friday, January 14, 2022 • 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: Cassandra Barragan, 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:

- Recognize challenges and strengths working with grandparents as caregivers.
- Understand how family dynamics can influence caregiver relationships.
- Explore their own perspectives on working with grandparents/older adults as caregivers.

Description: Grandparents as caregivers can have very different challenges from traditional foster care and guardians with strengths and benefits unique to their different roles, situations, and family dynamics. Personal and professional perspectives of grandparents as caregivers and the role of family dynamics will be explored through discussion and reflection. This training will utilize exercises, small and large group discussions, and visual displays.

How to register: Supporting Foster Youth with Disabilities: visit <https://forms.gle/BQR3KgFSFs6fm5X18>

How to register: Grandparents as Caregivers: visit <https://forms.gle/EfnoiCziH7YicEy69>

Phone: 734-487-4429

Email: emu_socialworkce@emich.edu

Higher Education Guidance for Youth

Curriculum: Education issues: Navigating higher education with youth

Date/time: **Tuesday, February 8, 2022** • 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: **Dave Schrock, MA**



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 behavioral tendencies to guide higher education path and predict success.
- Better understand higher education financial resources.
- Connect youth with academic resources for current and future success.

Description: Higher education opportunities are sought after by the majority of high school students and their caregivers in the hopes of a rewarding career and upward social mobility for good reason. However, helping youth and their caregivers to determine the most viable higher education path based upon interests, goals, and abilities while considering financial realities can be daunting. Caregivers who have little to no experience themselves in higher education along with youth who lack an adequate support system prior to and during their experience in higher ed mean that your expert assistance is crucial in this area. Dave Schrock, MA is a former assistant professor of communication and current professional advisor who has a unique perspective on what a wide variety of youth need to succeed in a wide variety of higher education paths. This training will utilize exercises, small and large group discussion, and visual displays.

How to register: **Contact Kristina VanSyckle**

Phone: 231-591-2737

Email: socialwork@ferris.edu

Website: www.ferris.edu/socialwork

Supporting and Preserving Michigan Families

Curriculum: Family preservation: Supporting and preserving families

Date/time: Friday, December 10, 2021 • 8:45 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: Leonica Erwin, 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:

- Discuss the history of family preservation in Michigan.
- Identify the current impact of Michigan's family preservation programs.
- Discuss the future role of family preservation services.

Description: Family preservation is a movement to keep families safely together instead of placing children in foster care or group homes. It started out of the recognition that separation from a parent causes significant trauma that can have long-term effects on a child's life. It is grounded in a strength-based, solution-focused framework that empowers families to increase resiliency skills during a time of crisis. This training provides an overview of the family preservation movement in Michigan. This training will utilize small and large group discussions and visual displays.

Supporting Women of Color

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

Date/time: Thursday, January 27, 2022 • 8:45 AM – 12:00 PM (ET)

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

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

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

Presenter: Takeelia Garrett, M.Ed.



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:

- Identify an uncomfortable conversation that one may have had with a co-worker/friend/neighbor that was productive. What did you learn about yourself from that conversation?
- Identify at least two ways that you can support women of color in the workplace
- Identify at least one example of how women of color "shift" in each of these spaces: the workplace, school, and/or motherhood.

Description: Have you ever had to *prepare* to go to work? Not to just get dressed but *prepare* to be a different person than you are at home, with your friends, family, etc. Every day, Black women and women of color have to *prepare* themselves to go to work in a space that was not created for them. They have to *prepare* for a world where they have to speak, dress, and act in ways that may not be who they are at home. Based on the book *Shifting* by Charisse Jones and Kumea Shorter-Gooden, PhD, be prepared to discuss how Black women prepare to face the day as mothers, wives, and breadwinners in a world that was not designed for them. These women have to shift in the morning when they leave for work in a White world and then shift back to Black in the evening when they return home. This training will discuss things we can do to support them and conversations that may be uncomfortable but necessary to have. This training will utilize exercises, small and large group discussions, and visual displays.

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

Contact: Lucas Treadwell

Email: socialworkce@gvsu.edu

Phone: 616-331-7180

Self-care During the COVID Pandemic

Curriculum: Secondary trauma: Self-care for workers

Date/time: **Friday, March 4, 2022** • 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;
\$15 students; \$45 all others

Presenter: **Irena Glover, PhD, MSW, LCSW**



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, you will be prepared to:

- Assess the impact of the COVID-19 pandemic on occupational stressors.
- Explain vicarious trauma and its impact on workers.
- Discuss at least one approach to self-care.

Description: Child welfare workers encounter several forms of occupational stress on a daily basis, leading to burnout, compassion fatigue, and vicarious trauma, etc. The occupational stressors come from the workers' job role, the work environment, and from the families and children on one's caseload. The COVID-19 pandemic is a layer of stress that amplifies these stressors. The pandemic has created greater challenges for engaging with clients, achieving work tasks, and functioning in the workplace. A good self-care practice is more essential today than ever before for child welfare workers. A good self-care practice will help child welfare workers thoroughly understand the occupational stressors they face and be better prepared to manage those stressors successfully. This training provides a self-care practice through the development of self-awareness, self-regulation, and self-efficacy. This training will utilize exercises and visual displays.

Psychological Effects of Child Abuse and Neglect

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

Date/time: **Friday, April 15, 2022** • 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;
\$15 students; \$45 all others

Presenter: **Janice King, 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 psychological symptoms associated with abuse and neglect.
- Describe common diagnoses found in children experiencing abuse and neglect.
- Discuss the role evidence-based interventions play in alleviating the effects of abuse and neglect.

Description: This training will address the impact of child abuse and neglect as it relates to psychological outcomes: assessing the psychological symptoms related to abuse and neglect; identifying major diagnoses associated with child abuse and neglect; examples of evidence-based practices being used with disorders connected with abuse and neglect; and ways child welfare practitioners can create linkages to mental health services in the community. Also discussed will be the long-term psychological, behavioral consequences of child abuse and neglect; and the importance of early clinical intervention as a way to mitigate the long-term effects of child abuse and neglect. This training will utilize exercises and visual displays.

How to register: Contact Dr. Irene Glover, iglover@madonna.edu, 734-432-5569
Contact Janice King, jking@madonna.edu, 734-432-5565



Challenging Color-Blind Racism Using Critical Race Theory and Liberatory Practice #200-22

Curriculum: Cultural humility/cultural competence

Date/time: **Thursday, February 17, 2022** • 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: **Shimon Cohen, MSW, LCSW**



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:

- Explain race, racial structure, and racial ideology.
- Describe ways color-blind racism operates.
- Apply critical race theory (CRT) and liberatory practice frameworks to your work.

Description: This training will address color-blind racism using critical race theory and other frameworks to look at how racial colorblindness is racist and avoids both color/race and power/racism. We will explore frameworks such as critical race theory and liberatory practice to our work/approach. We will have the opportunity to apply these frameworks using case examples. This training will utilize exercises, small and large group discussions, and visual displays.



Gender Affirming Care for Transgender Youth #201-22

Curriculum: Cultural humility/cultural competence

Date/time: **Wednesday, February 23, 2022** • 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: **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:

- Be aware of 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 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, Intersex, 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 transgender and gender nonconforming (TGNC) children younger than age 13 will be addressed. The training will also provide a brief overview of gender transition process: legal, social, and medical. This training will utilize exercises, small and large group discussions, and visual displays.



How to register for in-person training: **Online at <https://socialwork.msu.edu/ceu/catalog.php>**

Contact: Gina Tremonti Gembel, MSW

Phone: 517-353-3060

Email: swkce@msu.edu

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 2022, renewed annually.



Culturally Informed Practice with LGBTQIA+ Youth

Curriculum: Cultural humility/cultural competence: Supporting LGBTQ youth

Date/time: **Wednesday, January 19, 2022** • 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: **Lucy Mercier, 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, you will be prepared to:

- Understand emerging cultures and apply concepts of sex, gender, gender expression to youth who identify as members of LGBTQIA communities.
- Consider practices that enhance engagement, assessment, and intervention with LGBTQIA youth.
- Identify agency practices that affirm and support LGBTQIA youth culture.

Description: This training will provide an overview of LGBTQIA+ youth, with an emphasis on knowledge needed for culturally informed practice with these clients and their families. Individual and agency practices that affirm and support these clients will be identified and described. Participants will have the opportunity to develop a remediation plan for current practices that block adequate care for LGBTQIA+ clients. This training will utilize exercises, small and large group discussions, and visual displays.

Crisis and Suicide Intervention for Foster Care

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

Date/time: **Thursday, February 10, 2022** • 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>

Presenters: **Lucy Mercier, PhD, 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, you will be prepared to:

- Identify the fundamental aspects of crisis and apply them to suicidal risk in foster children.
- Understand emotional and cognitive blocks to intervening with children at risk for suicide.
- Teach caregivers a simple model of crisis/suicide intervention.

Description: This training will provide an overview of crisis and suicide intervention with an emphasis on knowledge needed for training foster families to apply a simple model of intervention with youth in their care. Participants will explore common blocks for addressing suicidality in youth and learn how to use exploration, assessment, and short-term intervention strategies that reduce suicide risk. A simple, teachable model for intervention will be provided for participants to share with caregivers. This training will utilize exercises, small and large group discussions, and visual displays.

How to register: Send email with name, email, course name and date to Lucy Mercier at mercier@svsu.edu

Motivating the Hurt, Broken, and Challenging: Guiding and Connecting Biological Parents with Mental Health Services in Their Community

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

Date/time: **Wednesday, November 17, 2021** • Program 1:00 PM – 4:15 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: **Nich Pollak, LMSW**



Beginning and intermediate skill levels

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:

- Understand mental health services in their community and how to connect families.
- Learn skills to validate and elicit motivation from biological parents who are resistant.
- Set obtainable goals for biological families with severe mental health challenges.

Description: This training is geared toward foster care workers working with biological parents resistant to receiving mental health supports. Nich Pollak is a licensed clinical social worker with 18 years working with families and mental health supports. Participants will learn about available mental health services and how to connect biological parents, skills to validate and elicit motivation when parents are resistant and how to set obtainable goals for families with severe mental health challenges. This training will utilize role playing, small and large group discussions, and visual displays.

Human Trafficking: Moving from Awareness to Action

Curriculum: Trauma and crisis management: Human trafficking

Date/time: **Friday, January 21, 2022** • 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: **Jeremy Norwood, PhD**



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:

- Identify the primary types of human trafficking and the venues where it occurs.
- Understand the causes and indicators of human trafficking.
- Take action in addressing human trafficking at the micro-, mezzo-, and macro- levels.
- Access additional resources to combat human trafficking.

Description: This training will provide a comprehensive understanding of the phenomenon of human trafficking and what it may look like in local communities. Drawing on his extensive research on the subject as well as his efforts working at the grassroots level in southern Michigan, Dr. Norwood will help attendees understand how to identify potential cases of human trafficking, what steps to take to respond to these cases, and how to think differently about serving at-risk populations as a result of this knowledge. By attending this training, social service professionals will be empowered to take action against human trafficking in their communities, at the state level, and nationally. This training will utilize exercises, small and large group discussions, and visual displays.

How to register: <https://www.eventbrite.com/e/motivating-the-hurt-broken-and-challenging-tickets-184305862797>
<https://www.eventbrite.com/e/human-trafficking-moving-from-awareness-to-action-tickets-184308119547>

Questions: Contact Emily Dixon, LMSW

Phone: 616-558-9618

Email: edixon@arbor.edu

LGBTQIA+ Youth in Foster Care: Recognizing, Responding, and Managing Emotional Pain

Curriculum: Cultural humility/cultural competence: Supporting LGBTQ youth

Date/time: Friday, October 14, 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

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

- Identify what a mental disorder is and prevalence in the U.S.
- Describe signs and symptoms of a youth experiencing emotional pain.
- Describe NASW ethical obligation specific to client safety.

Description: Suicide is the second leading cause of death in the U.S. for youth ages 13–24. According to the National Council of Behavioral Health, youth who identify as LGBTQIA+ are 300% more at risk for attempting suicide and have identified rejection and negative reactions from family and social supports as precipitating factors to causing distress. Suicide and self-harm have been identified as the solutions to address mental, emotional, and social distresses that don't have a perceived solution. Youth engaged in child welfare programs have an increased rate of exposure to trauma and increased risk to engage in behaviors that are harmful. This training will provide an overview of the prevalence of mental health concerns of LGBTQIA+ youth, introduce emotional pain as a concept to consider as a need to manage in treatment and methods to deliver services in accordance to ethical standards and obligations. This training will utilize small and large group discussions and visual displays.

Suicide Is a Social Justice Issue

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

Date/time: Thursday, November 11, 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 prevalence of suicide in the U.S.
- Identify ethical standards for addressing social injustice in health care.
- Describe a suicide intervention strategy.

Description: This training will provide context for suicide prevention as a social justice issue by identifying the disproportionate adverse impacts on race and gender groups that are historically marginalized. Current statistics will be provided as well as basic screening and intervention strategies that are culturally sensitive. This training will utilize small and large group discussions and visual displays.

How to register: Visit ssw.umich.edu/r/CEcatalog

Contact: Alia Wesala, LMSW

Email: ssw.conted@umich.edu

Phone: 734-763-5723



Embracing Wellness and Daily Self-care

Curriculum: Secondary trauma: Self-care for workers

Date/time: Thursday, January 27, 2022 • Program 1:00 PM – 4:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval MICEC #0058

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

Presenter: Adijat Ogunyemi, DSW, 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, you will be prepared to:

- Identify warning signs of secondary trauma, burnout, and compassion fatigue.
- Develop a practical self-care plan.
- Develop awareness of how to utilize mental health services.

Description: This training aims to increase a culture of wellness among practitioners who work in the child and family system. It will examine potential warning signs and risk factors for burnout, compassion fatigue, and secondary trauma and equip practitioners in developing a workable self-care plan. This training will utilize exercises, small and large group discussions, and visual displays.

Cultural Competence/Cultural Humility

Curriculum: Cultural humility/cultural competence: Race equity and systemic racism; cross-cultural knowledge; developing a race-informed workforce; understanding one's personal values and beliefs and their relationship to cultural identity and practice; supporting LGBTQ youth

Date/time: Thursday, February 10, 2022 • Program 1:00 PM – 4:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval MICEC #0058

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

Presenters: Cassandra J. Bowers, PhD, LCSW



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:

- Recognize implicit biases that contribute to discrimination.
- Plan for improved practice related to cultural competence.
- Nurture intrapersonal, interpersonal, and system-level cultural humility simultaneously.
- Develop awareness of personal cultural beliefs while examining perceptions of cultural difference.

Description: This training will explore cultural humility and cultural competence. It will examine the basic concepts of cultural competence and cultural humility, the impact each has on the child and family systems of care, and the concept of positionality when providing services. This training will utilize exercises, small and large group discussions, and visual displays.

How to register: <https://rsvp.wayne.edu/child-welfare-training-embracing-wellness-and-daily-selfcare>
<https://rsvp.wayne.edu/child-welfare-training-cultural-humility-and-cultural-competence>

Contact: Shantalea Johns, EdD, LMSW

Phone: 313-577-4463 **Email:** shantalea@wayne.edu **Website:** <https://socialwork.wayne.edu/ce>

Kinship Navigator Programs: Design, Implementation, and Evaluation of Services

Curriculum: Placement: Helping children to prepare for transition in placement

Date/time: Friday, January 7, 2022

Program 10:30 AM – 2:30 PM (ET) with 1 hour for lunch

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: Anna Yelick, PhD, MSW



Intermediate 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 the best-practice services of kinship navigator programs.
- Understand the importance of implementing kinship care services.
- Develop an evaluation plan to evaluate the effectiveness of services.

Description: Kinship navigator programs are increasingly popular within the child welfare field as the use of kinship caregivers has gained popularity. Kinship navigator programs are designed to provide evidence-based services to kinship caregivers and their families to support their placements to increase the safety, permanency, and well-being of children placed within these families while also increasing the well-being of the kinship caregiver. Various services are considered vital to kinship navigator programs, and this training will highlight the services that are typically considered best-practice for kinship navigator programs. This training will also highlight the importance of implementing kinship care services and what is needed for a kinship navigator program to be considered a "program" according to the *Families First Prevention Services Act* (FFPSA) and the Title IV-E Prevention Services Clearinghouse. Finally, this training will highlight the key components needed to evaluate the effectiveness of kinship services, to ensure that the services and programs implemented meet the criteria for evidence-based as outlined by the FFPSA and Title IV-E Prevention Services Clearinghouse. Participants will come out of this training with increased understanding of the best-practice services and information on implementing and evaluating kinship care services. This training will use small and large group discussions and visual displays.

The Role of Cultural Humility/Cultural Competence in Social Work

Curriculum: Cultural humility/cultural competence

Date/time: Friday, February 25, 2022

Program 1:00 PM – 4:30 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: Hyejoon Park, EdM, PhD, MSW
Keeyoon Noh, PhD, MA



Beginning and intermediate skill levels

Target audience:

- ✓ Foster Care Workers
- ✓ Adoption Workers

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

- Understand the racial-ethnic identity of minority children (cross cultural/racial knowledge) in the welfare system.
- Have an awareness of racial-ethnic sensitivity and unbias in the child welfare system.
- Identify racial micro-aggression and systematic racism .

Description: This training will cover the definition of racial microaggression, the impact of racism on ethnic-minority populations and how this impacts the mental health of immigrant people in the U.S., especially amid and post-COVID-19. What social and community systems would positively affect their mental health conditions? The training will also cover the definition of racial-ethnic identity development as well as the importance of understanding it as social workers, how to help ethnic minority adoptees' RCID establishment, and what information social workers need to provide to adoptive parents for ethnic minority children's confidence and racial identity. This training will use exercises, large group discussion, and visual displays.

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

Contact: Alicia Dorr

Phone: 269-387-7367

Email: alicia.dorr@wmich.edu

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	336	Caregiver: Advocating for My Child in the School System
Caregiver	354	Caregiver: Understanding the Role of Life Books for Youth in Care
Caregiver	372	Trauma-informed Caregiving (Part 1): Becoming Trauma-informed Parents.
Caregiver	381	Intergenerational Trauma & Our Work with Birth Parents: Understanding the Bridge to Success
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 and Building the Future
Caregiver	213-19	Doing the Difficult Work (Part 1): How to Develop Effective Relationships with Birth Families
Caregiver	214-19	Doing the Difficult Work (Part 2): How to Develop Effective Relationships with Birth Families
Caregiver	218-19	When Behaviors Prevent School Success: Advocating for Your Child with Emotional or Behavior Problems
Caregiver	224-19	Rearing Resilience: Strategies for Parenting Children with Attachment Trauma (Part 1: Trauma and the Brain)
Caregiver	226-19	Rearing Resilience: Strategies for Parenting Children with Attachment Trauma (Part 2: Creating Connections)
Caregiver	228-19	Rearing Resilience: Strategies for Parenting Children with Attachment Trauma (Part 3: Solutions to Challenging Behavior)
TARGET AUDIENCE	COURSE #	TRAINING TITLE
General/MDHHS	310	Finding and Utilizing Services for Adoptive Families
General/MDHHS	311	Hope and Resilience: Moving Past Secondary Traumatic Stress in Child Welfare Practice
General/MDHHS	312	Suicide Assessment, Management, and Intervention
General/MDHHS	313	Safety Planning
General/MDHHS	314	Effective Courtroom Advocacy
General/MDHHS	315	Children of Parents with a Mental Illness
General/MDHHS	322	Parent-Child Attachment Relationships and the Effects of Attachment Disruption
General/MDHHS	323	Supervision in Child Welfare: Strategies to Engage and Support Workers
General/MDHHS	324	Detection and Diagnosis of Substance Use Conditions
General/MDHHS	325	Working with Immigrant Children and Their Families
General/MDHHS	327	The Power of Peer Support for Foster and Adoptive Families
General/MDHHS	328	Creating Safety for Children
General/MDHHS	329	The Kinship Conundrum (and Ways to Address)

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
General/MDHHS	337	Supporting and Strengthening Early Relationships for Children in the Child Welfare System
General/MDHHS	340	Positive Parenting with Very Young Children
General/MDHHS	341	Transitioning to Success: Promoting College Access and Support for Youth in Foster Care
General/MDHHS	346	When Addiction Trumps Relationship: Working with Mothers and Addiction
General/MDHHS	347	Working with Families Affected by Substance Abuse
General/MDHHS	348	Improving Child Well-being Through Parenting Partnerships: The Value of Birth Parent and Resource Family Teaming and Collaboration
General/MDHHS	349	Extending the Welcome Mat to Our Newest Americans
General/MDHHS	350	Adoption as an Option for Older Youth
General/MDHHS	352	CBT for Social Anxiety in Children
General/MDHHS	355	Indicators and Trends of Domestic Violence and Intervention Services
General/MDHHS	356	Being the Voice for the Voiceless: Legislative Advocacy for Child Welfare Workers
General/MDHHS	357	Building Safety with Youth Through Understanding SOGIE (Sexual Orientation, Gender Identity, and Expression)
General/MDHHS	358	Through a Baby's Eyes: Foster Care, Parenting Time, and Transitions
General/MDHHS	359	The Healing Breath: Practicing Meditation and Self-care as a Child Welfare Professional
General/MDHHS	362	Your Role in Making Medicaid Happen
General/MDHHS	363	Mindfulness Tools to Combat Secondary Trauma and Build Well-being Among Child Welfare Professionals
General/MDHHS	365	Dissociative Coping in Traumatized Children
General/MDHHS	371	Child Abuse and Neglect: The Signs, Symptoms, and Consequences
General/MDHHS	373	Fetal Alcohol Syndrome Disorder: What You Should Know
General/MDHHS	374	Father Involvement in Functional Family Formulations
General/MDHHS	376	Promoting Health and Wellness for Foster Youth
General/MDHHS	378	Teen Parents in Foster Care
General/MDHHS	382	Engagement, Readiness for Change, and Transition Planning
General/MDHHS	383	Youth Transitioning Out of Foster Care
General/MDHHS	384	Post Adoption Services: Assisting Adoptive Families to Avoid Disruption/ Dissolution
General/MDHHS	385	The Welfare of Children with Autism Spectrum Disorders and Their Families
General/MDHHS	386	Understanding and Supporting Adoptive Families
General/MDHHS	387	Accessing Special Education Supports for Children in Foster Care
General/MDHHS	388	Psychological and Emotional Trauma in Children and Its Impact on Adoption/ Foster Care and Family Development

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
General/MDHHS	390	Honoring and Empowering Adolescents
General/MDHHS	392	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
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	209-18	A Guide to Caring for Muslim Children in Foster Care
General/MDHHS	210-18	The Opioid Crisis in America: Identification and Treatment Strategies for Social Workers
General/MDHHS	212-18	Engaging Older Youth in Permanency Planning: To be Adopted or Not to be Adopted?
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
General/MDHHS	201-19	Big Behavior & Trauma: Similarities, Differences, and Strategies for Working with Traumatized Youth
General/MDHHS	202-19	Making Trauma-Informed Placement Decisions
General/MDHHS	203-19	Stress & Burnout in Foster Families
General/MDHHS	204-19	Mindfulness, Wellness, and Creative Self-care for Helping Professionals
General/MDHHS	205-19	Advocating for Homeless Youth
General/MDHHS	206-19	Opportunity in Crisis: Managing Crises of Traumatized Youth
General/MDHHS	213-19	The Matter of Motivation
General/MDHHS	215-19	Beyond "No Means No": Teaching Families About Body Safety and Consent

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

General/MDHHS	220-19	When They Are All Survivors: Child Maltreatment in the Context of Domestic Violence
General/MDHHS	221-19	Understanding Transracial Adoption
General/MDHHS	222-19	Making the Case for Retention-Focused Management
General/MDHHS	223-19	Beauty and the Beast: Understanding Transitional Planning When Working with Youth in Residential
General/MDHHS	225-19	Perinatal Mood and Anxiety Disorders: What Every Care Provider Must Know
General/MDHHS	227-19	Special Education: Considerations for Child Welfare
General/MDHHS	230-19	Understanding Children's Grief
General/MDHHS	231-19	Trauma-Informed Foster Care
TARGET AUDIENCE	COURSE #	TRAINING TITLE
Leadership	339	Principles of a Mobile Workforce
Leadership	361	Making the Case for Retention-focused Management
Leadership	216-18	Supervision Strategies for Managing Secondary Trauma and Workplace Stress
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!

Calendar of trainings

MONTH	TRAINING TITLE	DATE and TIME	LOCATION	HOSTING UNIVERSITY	PAGE
October 2021	LGBTQIA+ Youth in Foster Care: Recognizing, Responding, and Managing Emotional Pain	Friday, October 14 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	14
	Supporting Foster Youth with Disabilities	Friday, October 29 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	6
November 2021	Suicide Is a Social Justice Issue	Thursday, November 11 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	14
	Motivating the Hurt, Broken, and Challenging: Guiding and Connecting Biological Parents with Mental Health Services in Their Community	Wednesday, November 17 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	13
December 2021	Supporting and Preserving Michigan Families	Friday, December 10 8:45 AM - 12:00 PM (ET)	Live synchronous training via Zoom	Grand Valley State University	8
January 2022	Kinship Navigator Programs: Design, Implementation, and Evaluation of Services	Friday, January 7, 2022 10:30 AM - 2:30 PM (ET) with 1 hour for lunch	Live synchronous training via WebEx	Western Michigan University	16
	Grandparents as Caregivers	Friday, January 14 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	6
	Culturally Informed Practice with LGBTQIA+ Youth	Wednesday, January 19 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Saginaw Valley State University	12
	Human Trafficking: Moving from Awareness to Action	Friday, January 21 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	13
	Supporting Women of Color	Thursday, January 27 8:45 AM - 12:00 PM (ET)	GVSU Pew Campus Bicycle Factory	Grand Valley State University	8
	Embracing Wellness and Daily Self-care	Thursday, January 27 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Wayne State University	15
February 2022	Higher Education Guidance for Youth	Tuesday, February 8 8:45 AM - 12:00 PM (ET)	Live synchronous training via Zoom	Ferris State University	7
	Crisis and Suicide Intervention for Foster Care	Thursday, February 10 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Saginaw Valley State University	12
	Cultural Competence/Cultural Humility	Thursday, February 10 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Wayne State University	15
	Challenging Color-Blind Racism Using Critical Race Theory and Liberatory Practice	Thursday, February 17 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	10
	Gender Affirming Care for Transgender Youth	Wednesday, February 23 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	11
	Providing Support to Families Struggling with Addiction	Friday, February 25 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Andrews University	5
	The Role of Cultural Humility/Cultural Competence in Social Work	Friday, February 25 1:00 PM - 4:30 PM (ET)	Live synchronous training via Zoom	Western Michigan University	17
March 2022	Self-care During the COVID Pandemic	Friday, March 4 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Madonna University	9
April 2022	Psychological Effects of Child Abuse and Neglect	Friday, April 15 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Madonna University	9



Additional trainings
and exciting new
topics coming
in spring 2022!



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