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

Most trainings
in this catalog
are offered
online!

2024-2025 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

Andrews 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

Given the challenges of the work and the importance of the outcomes—the well-being and safety of children and families—a well-trained child welfare workforce is essential. That knowledge acquisition and skill development began in colleges and universities, was focused through pre-service training, and is continued and deepened through in-service training. We are proud to offer these courses for your consideration and participation in your ongoing professional development.

Our mission is clear and important: the schools of social work partnering to provide in-service training that aims to serve Michigan children and families by strengthening the child welfare workforce.

We value:

1. **Anti-racism.** We promote training that advances anti-racist child welfare practice and encourages respect for diversity, equity, and inclusion.
2. **Collaboration.** We value partnerships and working together with the Michigan Department of Health and Human Services (MDHHS), private agencies, and social work education programs.
3. **Quality.** We are committed to high quality, relevant, and up-to-date training topics and teaching methods.
4. **Responsiveness.** We listen to our partners and participants and value feedback to adapt to the training needs of the workforce.
5. **Accessibility.** We want our training to be readily available and affordable across the state of Michigan.

We are pleased to present this in-service training catalog—the product of this dynamic partnership between MDHHS and the 12 Michigan graduate social work programs. We appreciate the commitment and support of MDHHS Director Elizabeth Hertel and her Children’s Services Administration leadership team led by Senior Deputy Director Demetrius Starling. A special thanks to the MDHHS training team led by Dr. Stacie Gibson and including Laura Schneider and Meon Stubbs.

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. Each training is approved for social work continuing education credit hours. We encourage all Children’s Protective Services, foster care, adoption, residential care, and prevention services professionals and their supervisors to enroll.

Thank you for your interest and support.

Kalah M. Villagrana, PhD, MSW, MPA, Assistant Professor
Kadi M. Prout, LMSW, In-Service Project Manager
Michigan State University School of Social Work

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 workforce. Workers should have the opportunity to sit down with their supervisors regularly to assess which trainings would be most beneficial and most relevant to their caseloads so that training progress is pre-planned and helps each 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!

6 Are there any expectations around participation in these training events? Yes! In-service training is an opportunity to gain knowledge and develop your skills in areas that are relevant to your casework practice and professional growth. As such, it is important to ensure you have the time carved out on your schedule to be fully present at training. We know this is a challenge in your roles, and there are many competing priorities for your time and attention in most effectively serving families, and ask that you think of your time in training as having a positive impact on the families you work with. When you attend live synchronous or virtual trainings, please ensure you have your camera on when feasible to do so, you are prepared to engage with the content and trainers, and actively participate as it will enhance your experience overall. Your learning is the most important use of your time while attending training!

In addition to the in-person training listed in this catalog,
webinars are offered through several universities.

See pages 24-27.

Trauma and Children: What Is It, and How Can We Help?

Curriculum: Trauma and crisis management

Date/time: Friday, January 17, 2025 • 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 for students; \$45 all others

Presenter: Nancy Patterson, LPC



Beginning and intermediate skill levels

Target audience:

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

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

- Gain an understanding of what trauma is and how it affects children and adolescents.
- Learn about current best practices for minimizing trauma for children during the removal and placement processes.
- Understand how to safety plan with a family in crisis.
- Increase their understanding of the relationship between trauma, grief, and loss.

Description: Trauma is a buzz word that gets used a lot in today's culture, but what does it really mean? Through evidence-based research, this training will help participants understand what trauma is and how trauma affects children and adolescents, especially those in the child welfare system. This training will examine best practices for minimizing or mitigating trauma for children and adolescents during the removal process. The trainer will discuss family crises and offer examples and tools to help safety plan with the family. This training will also help define grief and loss, explain the relationship between trauma, grief, and loss and offer participants practical knowledge on how to help children and adolescents dealing with loss. This training will utilize exercises, small group discussion, and visual displays.

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

Contact: Panankosi Mbunjwa

Email: panambunjwa@yahoo.com

Phone: 808-987-8119

Website: www.andrews.edu/socialwork/continuing; click on the link provided

Supporting Children and Adolescents in the Child Welfare System Who Experience Chronic Pain and Other Co-occurring Conditions

Curriculum: Educational opportunities: Navigating special education for children with disabilities

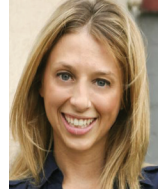
Date/time: Thursday, October 17, 2024 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved #MICEC-0031

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:

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

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

- Articulate multiple understandings of pain and the derivation of pain.
- Describe common conditions and their impact on children and adolescents who experience chronic pain.
- Explain different interventions and strategies to support children and adolescents in the child welfare system living with chronic pain.

Description: Many children and adolescents experience chronic pain, which impacts them across all settings in their lives.

However, there is evidence to suggest that children and adolescents in the child welfare system experience chronic pain at elevated levels compared to the general population of children and adolescents (those not in the child welfare system). Chronic pain can adversely impact children and adolescents and pose challenges to them in their everyday lives. Children and adolescents experiencing chronic pain are also at risk for other co-morbid, co-occurring conditions that may impact other facets of their health and mental health. It is important for child welfare workers, social workers, health care providers, clinicians, and school professionals to be aware of chronic pain and strategies and interventions that can be used to support children and adolescents experiencing chronic pain. This training will utilize exercises and visual displays.

Using EBP to Understand How Personal Identity Impacts Client Relationships

Curriculum: Race equity and cultural diversity: Understanding one's personal values and beliefs and their relationship to cultural identity and practice

Date/time: Thursday, December 5, 2024 • 9:00 AM – 12:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approved #MICEC-0031

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

Presenter: Cassandra Barragan, PhD, MSW



Intermediate skill level

Target audience:

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

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

- Learn about the most recent research on micro-level evidence-based practice (EBP).
- Identify areas where personal identity impacts work with clients, agencies, and communities.
- Apply strategies to use EBP to balance client preferences, behaviors, personal identity, research, and clinical/agency settings.

Description: Evidence-based practice (EBP) is used in social work to determine the best interventions with clients. However, we can also use EBP to determine how our personal identity impacts relationships with clients and apply strategies to mitigate bias and improve relationships. Being able to engage in meaningful self-reflection is a core value in social work practice, and understanding our own personal identity in the context of our work as child welfare workers is an essential component of developing healthy relationships with our families. This training will use the latest micro-level EBP to help identify where personal bias impacts work with clients, agencies, and communities and will provide ways that child welfare workers can make informed choices about child and family interventions in the context of their personal identity. This training will utilize exercises, small group discussion, and visual displays.

How to register: October 17: <https://forms.gle/NMaY3LoM3v8XkuUm6>

December 5: <https://forms.gle/xRPp4wtKWWsMjqGK7>

Phone: 734-487-4429

Email: emu_socialworkce@emich.edu

Engaging Effectively with Culturally Diverse Populations Using the Educate, Expose, and Approach Anti-racist Strategies

Curriculum: Race, equity, and cultural diversity: Cross-cultural knowledge

Date/time: Friday, November 1, 2024 • 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; \$50 all others

Presenter: Rita Walters, PhD, LMSW



Intermediate skill level

Target audience:

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

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

- Examine how their personal values, beliefs, and attitudes impact their ability to work with culturally diverse populations in negative and positive ways.
- Identify and analyze cultural barriers that hinder effective working relationships with culturally diverse populations.
- Implement the Educate, Expose, and Approach strategies for building positive relationships with culturally diverse populations.

Description: Using a cultural lens, this interactive training will provide essential tools and strategies for effectively engaging with culturally diverse client populations. The dynamics of cultural diversity and its impact on communication and relationships will be explored, along with the critical role of use of self in working with culturally diverse populations. Through case vignettes and large group discussions, attendees will learn to recognize cultural differences, overcome barriers, and implement strategies of best practices in developing and sustaining culturally sensitive working relationships that foster trust, respect, and collaboration with clients and co-workers from various cultural backgrounds, enhancing their professional effectiveness and client satisfaction. This training will utilize exercises and large group discussion.

Understanding and Addressing the Impact of Microaggressions and Implicit Bias in Child Welfare Settings

Curriculum: Race, equity, and cultural diversity: Cross-cultural knowledge

Date/time: Friday, January 17, 2025 • 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; \$50 all others

Presenter: Rita Walters, PhD, LMSW



Intermediate skill level

Target audience:

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

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

- Define implicit bias and microaggressions and explain how they are related.
- Understand how implicit bias and microaggressions influence delivery and quality of social services.
- Implement de-biasing strategies to build positive relationships with culturally diverse populations.

Description: Using a cultural lens, this training will define implicit bias, cultural competence and cultural humility, and examine how they are related. Particular attention will be given to the significance of understanding how one's own values, beliefs, and attitudes affect social service delivery in both positive and negative ways. Strategies of best practices for de-biasing to develop and sustain culturally sensitive working relationships with clients will be presented using case vignettes. This training will utilize exercises and large group discussion.

How to register: email socialwork@ferris.edu

Contact: Kristen Pontz

Phone: 231-591-2737

Email: KristenPontz@ferris.edu

Children and Neurodevelopmental, Behavioral, and Developmental Disorders: Early Identification and Care Planning

Curriculum: Educational opportunities: Understanding the autism spectrum and neurodiversity

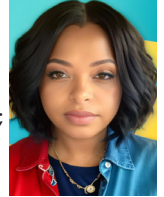
Date/time: **Friday, October 4, 2024** • Program 8:45 AM – 12:00 PM (ET)

Location: **Live synchronous training via Zoom**

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

Cost: Free to all MDHHS and private agency child welfare workers using code DHHS2024; \$59 all others

Presenter: **Brandi Berry-Lovelady, LLMSW**



Beginning skill level

Target audience:

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

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

- Identify criteria and characteristics of neurodevelopmental and related disabilities.
- Understand the roles of family, school, and community in the life of a person with neurodevelopmental and related disabilities.
- Consider the resources and interventions that exist throughout the lifespan—early intervention through adulthood.

Description: This training will help identify what specifically constitutes a neurodevelopmental and related disorder. The training will include information on the development of a care plan as well as identification of available supports and services for families to support the individual living with a neurodevelopmental and related disability throughout the lifespan. The training will include information on the development of medical/community support systems as well as the need for individualized care planning as the individual transitions to adulthood. This training will utilize exercises, small and large group discussion, and visual displays.

Suicide Prevention, Risk Assessment, and Intervention

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

Date/time: **Friday, November 8, 2024** • Program 8:45 AM – 12:00 PM (ET)

Location: **Live synchronous training via Zoom**

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

Cost: Free to all MDHHS and private agency child welfare workers using code DHHS2024; \$59 all others

Presenter: **Melissa Rosado, LMSW**



Beginning skill level

Target audience:

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

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

- Recall at least three risk factors, warning signs, and protective factors.
- Identify evidence-based/supported tools and measures used to identify suicidality and when to refer to other services.
- Summarize culturally responsive considerations to mitigate risk.

Description: The goal of this training is to provide professionals in health and human services settings an overview related to trends, prevalence, and preventability of suicidality and introduce evidence-based/supported tools to appropriately determine risk factors, protective factors, and refer for further screening if applicable. In addition, the training will explore the need for cultural humility and responsiveness when working with marginalized individuals to reduce barriers and access to treatment. This training will utilize small and large group discussion and visual displays.

How to register: Visit www.gvsu.edu/swce. Use code DHHS2024 upon checkout.

Contact: Lauren Fodor

Phone: 616-331-7180

Email: learn@gvsu.edu

Effects of Abuse and Neglect on Children

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

Date/time: Wednesday, November 20, 2024 • 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, intermediate, and advanced skill levels

Target audience:

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

Training objectives: As a result of this training, participants 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 and 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.

Safety Planning with a Family in Crisis

Curriculum: Trauma and crisis management: Safety planning with a family in crisis

Date/time: Friday, January 31, 2025 • 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 J. Glover, PhD, LMSW



Beginning, intermediate, and advanced skill levels

Target audience:

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

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

- Understand the components of an effective safety plan addressing different types of crises.
- Recognize the impact of trauma on families in crisis and its influence on safety planning.
- Recognize cultural differences that may impact crisis response and safety planning.

Description: This training will equip participants with skills and knowledge to effectively implement safety strategies for families experiencing crises. Participants will explore the dynamics of crisis situations within family systems, learning to conduct comprehensive safety assessments, and develop personalized safety plans. Emphasis will be placed on fostering collaborative relationships with families, understanding cultural considerations, and integrating trauma-informed approaches into practice. Through case studies and interactive discussions, participants will gain practical insights and strategies to enhance intervention outcomes and promote family well-being. This training will utilize exercises and small and large group discussion.

Understanding Loss Experienced by Youth in Foster Care

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

Date/time: Wednesday, February 12, 2025 • 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 J. Glover, PhD, LMSW



Beginning, intermediate, and advanced skill levels

Target audience:

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

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

- Define ambiguous loss, symbolic loss, and disenfranchised grief.
- Explore ways in which youth experience loss, grief, and trauma in foster care.
- Understand the psychological and emotional impact of non-death loss.
- Identify strategies to acknowledge and support youth experiencing non-death loss.

Description: The losses children and youth in foster care experience are varied and multi-faceted. Loss of family, friends, schools, homes, and what they have come to know as normal presents unique challenges for them and for those who work with and support them. This training will explore those non-death losses and the impact on their psychological and emotional well-being. Different types of grief and loss will also be explored and how to distinguish them from losses caused by death. Strategies to support youth who experience loss will be explored. This training will utilize exercises, small and large group discussion, and visual displays.

How to register: Email Jessica Grima, GA for the Madonna University School of Social Work at j.grima@madonna.edu to register. Please note the training date/title in your message.



Historical Trauma in the African American Community

Curriculum: Race equity and cultural diversity: Developing a race-informed workforce

Date/time: **Thursday, October 31, 2024** • Program 12:00 PM – 3:15 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

Presenter: **Kelley Hollie, LMSW**



Beginning skill level

Target audience:

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

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

- Recognize and articulate an understanding of historical trauma.
- Describe ways in which historical trauma continues to impact the African American community.
- Utilize trauma-responsive tools for intervening in a culturally attuned manner that is evidence based.

Description: Historical trauma relates to the collective experience of a particular community or group that causes emotional harm based on a traumatic event or experience. In this training, we will explore the collective experiences of African Americans since 1619 and consider the implications for practice in working with this specific population. This training will provide practical tips and insights for providing trauma-responsive, evidence-based, and culturally attuned interventions to clients. This training will utilize small and large group discussion and visual displays.

Affirming LGBTQ+ Youth

Curriculum: Race equity and cultural diversity

Date/time: **Friday, November 8, 2024** • 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

Presenter: **Kaleigh Cornelison, LMSW, LCSW**



Beginning skill level

Target audience:

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

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

- Gain a basic understanding of common terms regarding gender and sexual orientation.
- Understand the difference between gender identity, gender expression, sex assigned at birth, and sexual/romantic attraction.
- Review the proper use of pronouns and why they're important.
- Practice how to use inclusive language for all young people.
- Take away key strategies for supporting and affirming LGBTQ+ youth.

Description: When it comes to LGBTQ+ youth, being able to support and affirm their identities can be lifesaving work. This training will cover basic information including definitions, the use of pronouns, and the differences between gender expression, gender identity, and sexual orientation. Participants will also learn important strategies to ensure that the LGBTQ+ youth they work with feel seen and cared for including interpersonal and organizational approaches. This training will utilize exercises, small and large group discussion, and visual displays.



School of Social Work
MICHIGAN STATE UNIVERSITY

Confronting Burnout: Strategies for Sustaining Yourself in Your Work

Curriculum: Secondary trauma

Date/time: **Thursday, January 30, 2025** • 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

Presenter: **Kaleigh Cornelison, LMSW, LCSW**



Beginning skill level

Target audience:

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

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

- Define burnout and how it can impact helping professionals.
- Recognize warning signs of burnout.
- Learn concrete strategies to prevent and address burnout.
- Consider how systems and organizations contribute to burnout and how to address those sources.

Description: This training will provide participants with an overview of how to recognize and combat burnout in a variety of fields. Participants will discover commonly overlooked warning signs and strategies for addressing both the symptoms and root causes of burnout. Participants will walk away with concrete tools and approaches that go beyond simply "self-care." This integrated approach of caring for self will help sustain participants in their work for years to come. This training will utilize exercises, small and large group discussion, and visual displays.



School of Social Work
MICHIGAN STATE UNIVERSITY

How to register for online training: <https://www.eventbrite.com/o/msu-school-of-social-work-44929438833>

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 2024, renewed annually.



NORTHERN MICHIGAN
UNIVERSITY

Assessment Skill Building: Tools and Strategies to Recognize Signs/Symptoms of Substance Use Disorder

Curriculum: Substance abuse

Date/time: Friday, November 22, 2024

Program 10:00 AM – 1:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval #MICEC-0044

Cost: Free to all MDHHS and private agency child welfare workers;
free for students; \$40 all others

Presenters: Elissa Kent, LMSW, CAADC, CCS, ADS-RT



Intermediate skill level

Target audience:

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

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

- Identify signs and symptoms of substance use.
- Recognize the difference between problematic use and nonproblematic use.
- Use an anti-oppressive, anti-racist approach while interacting with individuals with SUD.

Description: This training will discuss the signs and symptoms of substance use and substance use disorder (SUD). The trainer will discuss the differences between problematic and nonproblematic use as it relates to the child welfare system. This training will emphasize the treatment of individuals experiencing substance use from an anti-oppressive framework. Participants will be able to apply the skills learned in small group discussion during the training. This training will utilize exercises, small and large group discussion, and visual displays.

Skill Building: Preventing Burnout and Managing Stress in the Child Welfare Setting for Workers

Curriculum: Secondary trauma: Prevent burnout and manage stress

Date/time: Friday, February 7, 2025 • Program 10:00 AM – 1:15 PM (ET)

Location: Live synchronous training via Zoom

Social Work CECHs: 3 hours • Approval pending #MICEC-0044

Cost: Free to all MDHHS and private agency child welfare workers;
free for students; \$40 all others

Presenters: Caroline Cheng, PhD, MSW
Vikash Kumar, PhD, MSW



Beginning skill level

Target audience:

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

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

- Define burnout and stressors at work and recognize the common signs and symptoms of these conditions in themselves and their colleagues.
- Identify their strengths and resources that can help them cope with stress and prevent burnout.
- Practice a variety of self-care strategies such as mindfulness and relaxation techniques.
- Understand the impact of organizational culture and policies in the child welfare system that contribute to work stressors and burnout.

Description: This training is designed to equip social workers with the knowledge, skills, and strategies they need to prevent and manage burnout and stress, enhance their personal resilience, and promote a more supportive and positive work environment. Participants will be able to recognize the signs, symptoms, and contributing factors of burnout and stress. In addition, participants will have the opportunity to build self-awareness, develop effective coping mechanisms, and practice self-care strategies. Lastly, participants will engage in identifying organizational practices that contribute to burnout and stress, developing strategies for advocating for positive change. This training will utilize exercises, small and large group discussion, and visual displays.

How to register: <https://nmu.edu/continuingeducation/education>

Contact: Megan Nowicki

Email: mewales@nmu.edu

Understanding Trauma, Domestic Violence, and Human Trafficking in Child Welfare

Curriculum: Trauma and crisis management; Effects of abuse and neglect on children; domestic violence and threatened harm; human trafficking

Date/time: **Friday, November 7, 2024** • 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: **Karen Hanks, LMSW**



Intermediate skill level

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

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

- Understand the traumatic effects of abuse and neglect on children through a neurobiological lens.
- Understand the dynamics of domestic violence, including behavioral patterns of abusers and the traumatic effects on their victims and children.
- Gain a greater awareness of human trafficking, including myths, who is affected, and how to recognize it.

Description: This training will address the neurobiological effects of trauma and how it affects development as well as behaviors in adults and children. The dynamics and signs of domestic violence and human trafficking will also be discussed, along with how these issues affect minors, especially those involved with the child welfare system. Effective strategies for interacting with traumatized individuals will also be discussed. This training will utilize small and large group discussion and visual displays.

Preventing and Reducing Secondary Traumatic Stress in Child Welfare Staff

Curriculum: Secondary trauma: Compassion fatigue and how to recognize it; prevent burnout and manage stress

Date/time: **Friday, January 17, 2025** • 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: **Bill Patrick, MSW**



Intermediate skill level

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

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

- Define secondary traumatic stress and its relationship to compassion fatigue and burnout.
- Recognize the symptoms of secondary traumatic stress.
- Identify skills for preventing and reducing secondary traumatic stress.

Description: Child welfare caseworkers are at high risk for experiencing elevated levels of secondary traumatic stress (STS). STS is the emotional duress that results when an individual hears about the firsthand trauma experiences of another person. This training will present a model developed by Dr. Brian Miller for supporting emotional well-being in workers who are exposed to the effects of secondary trauma. The model, Components for Enhancing Clinician Experience and Reducing Trauma (CE-CERT), provides professionals with evidence-informed skills and practices that support emotion regulation and recovery from secondary trauma exposure. The model goes beyond self-care and includes five core components: experiential engagement, reducing rumination, conscious narrative, reducing emotional labor, and parasympathetic recovery. This training will utilize exercises, small and large group discussion, and visual displays.

How to register:

November: https://docs.google.com/forms/d/e/1FAIpQLSfG_JzrAy_QchbiAXxoNpauXS1ODegJVvCS1944khtKuZ7o8A/viewform?usp=sf_link

January 17: https://docs.google.com/forms/d/e/1FAIpQLScx4U9w_y9R_8L6aSH2bMQ3COR6X1sPMTVR6UrLGTSGWXrXaw/viewform?usp=sf_link

Questions: Contact Emily Dixon, LMSW

Phone: 616-558-9618 **Email:** edixon@arbor.edu

The Journey to Becoming a Supportive Adult for Students Who Have Experienced Foster Care and Homelessness

Curriculum: Educational opportunities: Navigating higher education with youth

Date/time: Friday, November 1, 2024 • 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: Miriam Connolly, LMSW



Intermediate skill level

Target audience:
✓ Foster Care Workers

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

- Describe the unique needs and lived experiences of students who have experienced foster care and homelessness.
- Describe practice strategies for engaging, intervening, and partnering with students to increase student success and contribute to a inclusive campus and departmental culture for students who have experienced foster care or homelessness.
- Describe family privilege and how it shows up in educational systems.

Description: Nationally, 2% of youth who have experienced foster care graduate with a bachelor's degree despite 80% reporting that they have aspirations to attend college. Further, over 60,000 people identify as homeless on the FAFSA each year but are also underrepresented at graduation. The trainer will share the unique needs of this student population and how family privilege impacts success in college. Participants will learn strategies for being a supportive adult and how to positively impact the campus culture for students from foster care or homelessness. This training will utilize small and large group discussion and visual displays.

How to register: <https://ssw.umich.edu/continuing-education/catalog/course/CAT6724>

Contact: Alia Wesala, LMSW

Email: ssw.conted@umich.edu

Phone: 734-763-5723



WAYNE STATE
School of Social Work

Assessing Domestic Violence

Curriculum: Domestic violence: Assessing domestic violence

Date/time: **Friday, October 25, 2024** • 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;
\$10 students; \$45 all others

Presenters: **Bailey Beem-Albrecht, LMSW**



Beginning skill level

Target audience:

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

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

- Recognize power and control dynamics.
- Describe the impact of domestic violence on an individual's parenting.
- Implement strategies for empowerment-based responses to disclosures or suspicion of domestic violence.

Description: Domestic violence is a pattern of behavior in which one intimate partner seeks to establish and maintain power and control over their partner. This training will provide education about the dynamics of domestic violence, types of abuse, and power and control tactics abusers may use. Participants will gain a greater understanding of the impacts of domestic violence on survivor parenting. This includes survivor-centered, trauma-informed, advocacy-based ways to support survivors and provide resources. Participants will leave with knowledge of Turning Point services and ways to get involved. This training will utilize exercises, small and large group discussion, and visual displays.

Building Resilient Families: Assessments and Interventions for Growth

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

Date/time: **Thursday, November 14, 2024**

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;
\$10 students; \$45 all others

Presenters: **Joan Baert, CPS**
Jenny Hoggatt, LMSW, CTS



Intermediate skill level

Target audience:

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

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

- Define resilience in families and identify examples of elements of resilience in families served.
- Identify several assessments of family functioning and practice implementation of assessments.
- Identify several family intervention models and identify specific models to support families served.

Description: This hopeful, engaging, and interactive training will help child welfare workers understand more fully what resilience in families can look like, how to effectively assess family functioning, and what interventions exist to help families grow and thrive. Special attention will be given to understanding trauma and substance use in families. This training will utilize role playing, exercises, small and large group discussion, and visual displays.



WAYNE STATE
School of Social Work

Living with Grandma. What Does It Really Mean to Support Kinship Placements?

Curriculum: Placement: Relatives/grandparents as caregivers, and supporting relative placements

Date/time: **Friday, December 13, 2024**

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: **Beth Lindley, LMSW**
Deborah Henley
Stormie Jacobs-Wakemup, MSA



Intermediate skill level

Target audience:

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

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

- Understand why the categories of Formal, Informal, and Diverted are important factors in determining access to supports and services for kinship caregivers.
- Understand the unique needs and perspectives of kinship caregivers.
- Appreciate the complex emotional experiences faced and experienced by kinship caregivers.

Description: Nationally, states are developing evidence-based Kinship Navigator Programs to obtain federal support for kin-first care to children within and outside the child welfare system. Kinship care is preventive care, as it provides important protective factors for children when faced with separation from their biological parents, and it is significantly less costly than the statutory removal of children from their families. Participants will learn about the complexity of kinship at the intersection of child welfare, appreciate the array of challenges faced by caregivers when they take responsibility for raising the children of their relatives, and understand the services available to support them. This training will utilize role playing and small group discussion.



WAYNE STATE
School of Social Work

How to register: October 25: <https://events.wayne.edu/2024/10/25/assessing-domestic-violence-100175/>

November 14: <https://events.wayne.edu/2024/11/14/building-resilient-families-assessments-and-interventions-for-growth-100176/>

December 13: <https://events.wayne.edu/2024/12/13/living-with-grandma-what-does-it-really-mean-to-support-kinship-placements-100177/>

Contact: Shantalea Johns, EdD, LMSW

Email: shantalea@wayne.edu

Phone: 313-577-4463

Website: <https://socialwork.wayne.edu/ce>

Experiential Activities Designed to Enhance Delivery of Recovery Concepts for Professionals Working with Families Suffering from Addiction

Curriculum: Substance abuse

Date/time: **Saturday, October 5, 2024** • Program 9:00 AM – 12:30 PM (ET)

Location: **WMU College of Health and Human Services**

1240 Oakland Dr., Kalamazoo, MI 49008

Social Work CECHs: 3 hours • Pending approval

Cost: Free to all MDHHS and private agency child welfare workers; \$75 all others

Presenter: **Allen Jake Ramsey, LLMSW, CAADC, I-PEER**



Intermediate skill level

Target audience:

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

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

- Identify three types of negative cognitions and self-talk common in early recovery and learn to supply alternative positive ones as replacements.
- Identify and rehearse helping individuals recognize isolation patterns and learn to help replace them with positive social patterns in early recovery.
- Practice using at least three experiential activities helpful with individuals and groups with substance use disorders in order to enhance perspectives in recovery.

Description: This training is designed to assist individuals working with families where addiction is a challenge and be able to utilize experiential activities to better deliver the message of recovery to the specific populations they work with. Practice-based exercises will be demonstrated, designed to help professionals identify and begin to help correct negative self-narrative, disarm positive feedback loops (obsessive thoughts), dispel isolation mythologies, solicit emotional responsibility, and nurture novel perspectives as they relate to healing for individuals or families that they are working with. Participants will be encouraged to find ways to personalize said exercises. This training will utilize role playing, exercises, large group discussion, and visual displays.

Using Problem-Based Learning to Explore Refugee Post-resettlement for Children

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

Date/time: **Friday, October 25, 2024** • Program 9:00 AM – 4:30 PM (ET)

Location: **WMU College of Health and Human Services**

200 Ionia Ave., SW, Grand Rapids, MI 49503

Social Work CECHs: 6 hours • Pending approval

Cost: Free to all MDHHS and private agency child welfare workers; \$75 all others

Presenter: **Jessica Gladden, PhD, MSW**



Intermediate skill level

Target audience:

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

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

- Understand the refugee resettlement system in the United States.
- Understand the importance of self-care and secondary traumatic stress while working with cases involving trauma.
- Identify the 12 Core Concepts of Childhood Trauma as developed by the National Child Traumatic Stress Network (NCTSN).
- Understand the problem-based learning system as developed by the NCTSN.
- Apply problem-based learning and the 12 Core Concepts to one specific case involving refugee childhood trauma.
- Illustrate the ability to break down and reconceptualize future cases using problem-based learning and the 12 Core Concepts.

Description: This training will begin by exploring the basics of refugee resettlement in the United States. Then, problem-based learning will be explored as a method to break down individual refugee cases involving trauma. The NCTSN's Core Curriculum on Childhood Trauma's problem-based learning system allows clinicians to consider new avenues of case presentations. The 12 Core Concepts of Childhood Trauma will be discussed and applied to one specific case involving a refugee child. This training will utilize exercises, small and large group discussion, and visual displays.

Working with LGBTQ+ Young People

Curriculum: Cultural humility/cultural competence: Supporting LGBTQ+ youth

Date/time: **Friday, November 8, 2024** • Program 9:00 AM – 12:15 PM (ET)

Location: **Live synchronous training via Zoom**

Social Work CECHs: 3 hours • Pending approval

Cost: Free to all MDHHS and private agency child welfare workers; \$75 all others

Presenter: **Melinda McCormick, PhD, LMSW**



Beginning skill level

Target audience:

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

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

- Understand the different identities and identifiers used by young people in the LGBTQ+ community.
- Understand some prominent cultural myths that may interfere with effective treatment.
- Identify some steps to take in practice to support these young people.

Description: This training aims to inform practitioners and human services providers about the LGBTQ+ population, particularly young persons. These young people have multiple marginalized identities and are impacted by how society and their families of origin or foster families treat them based upon these identities. Information on changing identity categories and changing numbers of young persons claiming these identities will be shared. Additionally, cultural myths that may interfere with treatment will be shared, and best practices for the population will be highlighted. Considerations for agencies and cultural competence/humility will also be shared. This training will utilize exercises, small and large group discussion, and visual displays.

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

Contact: Nancy Cretsinger

Email: nancy.cretsinger@wmich.edu

Phone: 269-387-3680

Webinars

Individuals from around the world can earn CECHs from the convenience of their home, office, or on the go. We offer interactive live presentations on various topics. You will view the one-hour webinar and then will be sent a link to a survey to complete an attendance record, evaluation, and post-test. Pending a passing score of 75% or higher on the post-test, you will be able to download and print a certificate! Webinars allow us to be accessible and to collaborate globally on issues that affect individuals, organizations, and communities throughout the world.

Beginning and intermediate skill levels
Target audience:

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

Minimizing Disruption and Trauma in Kids When Placements Change

Date/time: Monday, October 7, 2024 • Program 12:00 PM – 1:15 PM (ET)

Social Work CECHs: 1 hour • Approval #MICEC-0001

Presenter: **Kelley Hollie, LMSW**
Therapist and Scholar-Activist

Host: **Michigan State University** • Register at this link:
<https://www.eventbrite.com/o/msu-school-of-social-work-44929438833>



Beginning skill level

Description: This webinar seeks to educate and inform participants in how disrupted placements, including removal from the birth family, impact children and young people. The webinar will give practitioners practical strategies based on evidence-based practice and top tips to help minimize disruption and distress for children involved in the child welfare system. Special consideration will be given to how to form and maintain a positive working relationships with birth parents. This webinar will utilize large group discussion and visual displays.

Understanding the Complexity of Kinship Care

Date/time: Friday, October 11, 2024 • Program 12:00 PM – 1:15 PM (ET)

Social Work CECHs: 1 hour • Approval #MICEC-0001

Presenters: **Beth Lindley, LMSW**
Director of the MSU Kinship Care Resource Center
Stormie Jacobs-Wakemup, MS
Intervention Program Manager, MSU Kinship Care Resource Center

Host: **Michigan State University** • Register at this link:
<https://www.eventbrite.com/o/msu-school-of-social-work-44929438833>



Beginning skill level

Description: Kinship is an important component of prevention services and has been a traditional means of family system support. Kinship caregivers are diverse across multiple intersectional identities, not only due to the range of ages among caregivers, but also across culture, race, and ethnicity. Historic oppressive practices to remove children from their parents have disproportionately impacted Black, Brown, and Indigenous children. Recognizing the importance of lived experience in informing the goals and supports available to families served is a vital component in addressing important policy changes, this webinar will provide some basics about kinship care and discuss not only the array of concerns faced by kinship caregivers, but also the changes needed in mindset in order for the child welfare system and, ultimately, our communities to implement supports for kinship families, specifically according to what they need. This webinar will utilize large group discussion.

Webinars

Avoiding Adversarial Relationships with Youth and Emerging Adults

Date/time: Friday, October 18, 2024 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval #MICEC-0001
Presenter: Christopher C. Harris, LPC
CEO of CCHARRIS Professional Counseling Services
Host: Michigan State University • Register at this link:
<https://www.eventbrite.com/o/msu-school-of-social-work-44929438833>



Beginning skill level

Description: This webinar is designed to support The Fourth Turning, defined by Strauss–Howe Generational Theory. This theory calls this paradigm shift The Millennial Transition. In this webinar, attendees will learn about the micro-, mezzo-, and macro-origin and impact of this global transition that is changing the way humans interact with each other in families and communities, as they reshape institutions that have governed human life in our time. The webinar will also support attendees' ability to balance their independent and interdependent agencies while effectively integrating their private and personal experiences being impacted by The Fourth Turning, while remaining accountable for their role-related behaviors as a professional. This webinar will utilize large group discussion and visual displays.

Substance-exposed Infants and the Risk of Subsequent Maltreatment

Date/time: Thursday, October 24, 2024 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval #MICEC-0001
Presenter: Joe Ryan, PhD, MSW
Professor, U-M School of Social Work
Host: University of Michigan School of Social Work • Register at this link:
<https://ssw.umich.edu/continuing-education/catalog/course/CAT6722>



Intermediate skill level

Description: Parental substance use disorders increase the risk of child maltreatment and placement in foster care in part by compromising appropriate parenting practices and creating an environment that is not responsive to the needs of children. Substance use was second only to mental health as the most frequently identified risk factor for child maltreatment. Estimates from the Adoption and Foster Care Analysis and Reporting System (AFCARS) indicate that the prevalence of parental substance use disorders as an identified condition of removal more than doubled between 2000 and 2019, and that 50% of children under the age of one placed in foster care were removed for reasons related to parental substance use. The amended *Child Abuse Prevention and Treatment Act* (CAPTA) requires states to have policies to identify substance-exposed infants (SEI). Specifically, CAPTA requires that health providers notify Children's Protective Services (CPS) of all infants identified as affected by substance abuse, withdrawal symptoms resulting from prenatal drug exposure, or a fetal alcohol spectrum disorder. While CAPTA does not require states to investigate every report of substance exposure at birth, 37 states and the District of Columbia require clinicians to report prenatal drug use, and 43 jurisdictions include prenatal substance exposure as part of their definition of maltreatment. (Mathematica, 2023) While newborn drug testing is a commonly used approach to identify prenatal substance exposure, there are no guidelines that support the use of prenatal or newborn drug testing as an evidence-based practice to identify newborns at risk of maltreatment due to parental substance use disorder. This webinar will cover the complicated nature of drug testing newborns, CPS requirements around investigations, and the long-term risk of maltreatment associated with substance-exposed newborns.

Webinars

Taking Care of My Family: A Panel of Kinship Caregivers Share Their Experiences with Child Welfare, Legal Issues, and Accessing Supports and Services

Date/time: Friday, October 25, 2024 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval #MICEC-0001
Presenters: **Beth Lindley, LMSW**
Director of the MSU Kinship Care Resource Center
Stormie Jacobs-Wakemup, MS
Intervention Program Manager, MSU Kinship Care Resource Center
Host: **Michigan State University** • Register at this link:
<https://www.eventbrite.com/o/msu-school-of-social-work-44929438833>



Beginning skill level

Description: The MSU Kinship Care Resource Center staff will facilitate a panel of three kinship caregivers, who will share perspectives as caregivers. Kinship caregivers will share their experiences with child welfare, legal issues, and accessing supports and services. This webinar will utilize large group discussion.

Secondary Trauma: Compassion Fatigue and How to Recognize It

Date/time: Friday, November 15, 2024 • Program 9:00 AM – 10:15 AM (ET)
Social Work CECHs: 1 hour • Approval pending
Presenter: **Panankosi Mbunjwa, MDiv, LMSW, CAADC**
Psychiatric Practice Manager
Host: **Andrews University** • Register at this link:
<https://www.andrews.edu/cas/socialwork/continuing/>



Beginning and intermediate skill levels

Description: Compassion fatigue, also called secondary trauma, occurs when caring individuals suffer the emotional strain of working with those suffering from trauma or the consequences of traumatic events. This often leads to diminished interest in caring for others and a neglect of responsibilities among service workers. In this webinar, participants will be prepared to understand and increase their ability to recognize secondary trauma and its symptoms—emotional, cognitive, and physical. Participants will understand and identify the impact of compassion fatigue and will work toward developing a reasonable ability to strike a healthy balance between personal drive or passion to respond to clients' needs and one's personal limits or diminished interest in responding to presented needs. Participants will also learn effective coping strategies and self-care practices available and how to implement them in one's professional and personal life. This webinar will utilize visual displays.

Understanding the McKinney-Vento Act

Date/time: Monday, November 18, 2024 • Program 12:00 PM – 1:15 PM (ET)
Social Work CECHs: 1 hour • Approval #MICEC-0001
Presenter: **Christopher Scott, MSW**
School Social Worker
Host: **Michigan State University** • Register at this link:
<https://www.eventbrite.com/o/msu-school-of-social-work-44929438833>



Intermediate skill level

Description: With the increasing number of students identifying as homeless across the nation, it is important to know the ins and outs of the *McKinney-Vento Act* and what kind of benefits it has for students in our school systems. With houselessness being an issue, *McKinney-Vento* is in place to create some stability or at least attempt to. The system isn't perfect, but learn how to navigate the policy and how you can advocate for your student. This webinar will utilize small and large group discussion and visual displays.

On-demand training courses

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To view all course offerings, visit:

<https://socialwork.msu.edu/continuing-ed/online-child-welfare-courses.html>

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 and 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 and 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	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)
General/MDHHS	337	Supporting and Strengthening Early Relationships for Children in the Child Welfare System

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
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
General/MDHHS	390	Honoring and Empowering Adolescents

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

TARGET AUDIENCE	COURSE #	TRAINING TITLE
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	201-18	Connecting Brain and Behavior
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	220-18	Challenges in School (Part 1): Barriers for Children in Foster Care
General/MDHHS	221-18	Challenges in School (Part 2): Strategies for Success
General/MDHHS	200-19	The Matter of Motivation
General/MDHHS	201-19	Big Behavior and Trauma: Similarities, Differences, and Strategies for Working with Traumatized Youth
General/MDHHS	202-19	Making Trauma-informed Placement Decisions
General/MDHHS	203-19	Stress and 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	215-19	Beyond “No Means No”: Teaching Families About Body Safety and Consent
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

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TARGET AUDIENCE	COURSE #	TRAINING TITLE
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	323	Supervision in Child Welfare: Strategies to Engage and Support Workers
Leadership	339	Principles of a Mobile Workforce
Leadership	702	"I Love My Job": Supervision as a Tool for Preventing Burnout and Vicarious Trauma with Workers
Leadership	216-18	Supervision Strategies for Managing Secondary Trauma and Workplace Stress
Leadership	218-18	Principles of Staff Engagement



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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/continuing-ed/online-child-welfare-courses.html>

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 2024	Children and Neurodevelopmental, Behavioral, and Developmental Disorders: Early Identification and Care Planning	Friday, October 4 8:45 AM - 12:00 PM (ET)	Live synchronous training via Zoom	Grand Valley State University	8
	Experiential Activities Designed to Enhance Delivery of Recovery Concepts for Professionals Working with Families Suffering from Addiction	Saturday, October 5 9:00 AM - 12:30 PM (ET)	WMU College of Health and Human Services, Kalamazoo	Western Michigan University	18
	Minimizing Disruption and Trauma in Kids When Placements Change	Monday, October 7 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	20
	Understanding the Complexity of Kinship Care	Friday, October 11 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	20
	Supporting Children and Adolescents in the Child Welfare System Who Experience Chronic Pain and Other Co-occurring Conditions	Thursday, October 17 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	6
	Avoiding Adversarial Relationships with Youth and Emerging Adults	Friday, October 18 12:00 PM - 1:00 PM (ET)	WEBINAR	Michigan State University	21
	Substance-exposed Infants and the Risk of Subsequent Maltreatment	Thursday, October 24 12:00 PM - 1:15 PM (ET)	WEBINAR	University of Michigan	21
	Assessing Domestic Violence	Friday, October 25 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Wayne State University	16
	Using Problem-Based Learning to Explore Refugee Post-resettlement for Children	Friday, October 25 9:00 AM - 4:30 PM (ET)	WMU College of Health and Human Services, Grand Rapids	Western Michigan University	18
	Taking Care of My Family: A Panel of Kinship Caregivers Share Their Experiences with Child Welfare, Legal Issues, and Accessing Supports and Services	Friday, October 25 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	22
	Historical Trauma in the African American Community	Thursday, October 31 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	11
November 2024	Engaging Effectively with Culturally Diverse Populations Using the Educate, Expose, and Approach Anti-racist Strategies	Friday, November 1 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	7
	The Journey to Becoming a Supportive Adult for Students Who Have Experienced Foster Care and Homelessness	Friday, November 1 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	University of Michigan	15
	Understanding Trauma, Domestic Violence, and Human Trafficking in Child Welfare	Friday, November 7 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	14
	Suicide Prevention, Risk Assessment, and Intervention	Friday, November 8 8:45 AM - 12:00 PM (ET)	Live synchronous training via Zoom	Grand Valley State University	8
	Affirming LGBTQ+ Youth	Friday, November 8 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	11
	Working with LGBTQ+ Young People	Friday, November 8 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Western Michigan University	19
	Building Resilient Families: Assessments and Interventions for Growth	Thursday, November 14 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Wayne State University	16

Calendar of trainings

MONTH	TRAINING TITLE	DATE and TIME	LOCATION	HOSTING UNIVERSITY	PAGE
November 2024 continued	Secondary Trauma: Compassion Fatigue and How to Recognize It	Friday, November 15 9:00 AM - 10:00 AM (ET)	WEBINAR	Andrews University	22
	Understanding the <i>McKinney-Vento Act</i>	Monday, November 18 12:00 PM - 1:15 PM (ET)	WEBINAR	Michigan State University	22
	Effects of Abuse and Neglect on Children	Wednesday, November 20 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Madonna University	9
	Assessment Skill Building: Tools and Strategies to Recognize Signs/Symptoms of Substance Use Disorder	Friday, November 22 10:00 AM - 1:15 PM (ET)	Live synchronous training via Zoom	Northern Michigan University	13
December 2024	Using EBP to Understand How Personal Identity Impacts Client Relationships	Thursday, December 5 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Eastern Michigan University	6
	Living with Grandma. What Does It Really Mean to Support Kinship Placements?	Friday, December 13 1:00 PM - 4:15 PM (ET)	Live synchronous training via Zoom	Wayne State University	17
January 2025	Trauma and Children: What Is It, and How Can We Help?	Friday, January 17 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Andrews University	5
	Understanding and Addressing the Impact of Microaggressions and Implicit Bias in Child Welfare Settings	Friday, January 17 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Ferris State University	7
	Preventing and Reducing Secondary Traumatic Stress in Child Welfare Staff	Friday, January 17 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Spring Arbor University	14
	Confronting Burnout: Strategies for Sustaining Yourself in Your Work	Thursday, January 30 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Michigan State University	12
	Safety Planning with a Family in Crisis	Friday, January 31 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Madonna University	9
February 2025	Skill Building: Preventing Burnout and Managing Stress in the Child Welfare Setting for Workers	Friday, February 7 10:00 AM - 1:15 PM (ET)	Live synchronous training via Zoom	Northern Michigan University	13
	Understanding Loss Experienced by Youth in Foster Care	Wednesday, February 12 9:00 AM - 12:15 PM (ET)	Live synchronous training via Zoom	Madonna University	10



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