

W O O L B

University of Maryland
School of Social Work

Continuing Professional Education

60 Workshops in:

Clinical Practice

Community Practice

Ethics

Certificate Programs

Social Work License Examination Preparation Course

Summer Seminar:

**Ethical Dilemmas for Working with Geriatric Clients
and their Caregivers**



SPRING 2009

THE OFFICE OF CONTINUING PROFESSIONAL EDUCATION AT THE UNIVERSITY OF MARYLAND SCHOOL OF SOCIAL WORK IS DEDICATED TO PROVIDING LIFELONG LEARNING OF THE HIGHEST QUALITY TO SOCIAL WORKERS AND HUMAN SERVICE PROFESSIONALS. THE GOAL OF THE PROGRAM IS TO EXPAND AND STRENGTHEN PROFESSIONAL KNOWLEDGE AND SKILLS AT THE POST-BACHELOR'S AND MASTER'S LEVEL FOR IMPROVED SERVICE TO CLIENTS, ORGANIZATIONS, AND COMMUNITIES.

Professional Development Opportunities

WORKSHOP PROGRAMS

150 full- and half-day sessions presented every year by local and regional experts in the fall (September – December), spring (February–July), and summer. The spring 2009 workshop schedule is presented in this brochure.

Please note the 17 workshops meeting the Maryland Board of Social Work Examiners (BSWE) ethics requirement: they are listed under Ethics in the table of contents. The two workshops that meet the BSWE supervision requirement are listed under Social Administration and Management.

CERTIFICATE PROGRAMS

- **Certificate Program in Financial Social Work** (40 hours) **NEW**
- **Certificate Program in Trauma Treatment with Children and Adolescents** (72 hours)
- **Certificate Program in Psychotherapy**–
New class will form in Fall 2009
- **Certificate in Geriatric Case Management**–
New class will form in Fall 2009

For more information on certificate programs, please call 410-706-1839 or visit www.ssw.umaryland.edu/cpe.

SUMMER SEMINAR 2009

Ethical Dilemmas for Working with Geriatric Clients and their Caregivers, Friday, July 17, 2009

Professionals who work with older adults and their caregivers often face difficult ethical dilemmas. This seminar presents an ethical decision making framework for use in professional practice with older adults and their caregivers. Case vignettes that highlight aging issues such as chronic illness, institutionalization, home-based care and end of life treatment will be examined using this ethical decision making framework. Details appear on page 10.

CUSTOMIZED WORKSHOPS

Let the University of Maryland School of Social Work come to you through customized workshops. The Office of Continuing Professional Education can bring quality, university-sponsored workshops to an agency or a group of agencies in a specific area. Customized workshops provide the opportunity for staff to earn continuing education units and to develop their skill set and knowledge base through training that is relevant to their mission and their clients' needs. Please contact us to discuss your workshop needs.

Office of Continuing Professional Education
University of Maryland School of Social Work, 525
West Redwood Street, Baltimore, MD 21201-1777
410-706-1839 or 410-706-5004 410-706-8325

Visit www.ssw.umaryland.edu/cpe for the most up-to-date information on workshops and special events!

Your Best Source for Social Work Continuing Education.

Dear Colleague:

The challenges to strengthening the fabric of our society have just been heightened by the shrinking of the global economy and the emerging decreases in housing, employment, and governmental stability. The need for us to succeed to achieve our professional aspirations is critical for each of us and for those we serve. The 2007 report from the Bureau of Labor Statistics indicates that jobs for social workers will grow by 20% over the next decade, a prediction that will be tested by the emerging changes in our social and economic well-being. Although the extent to which social work jobs do expand will depend on the strength of the market economy, the generosity of those who support our work, and government expenditures, some of the future is clearly in our hands as well. Social workers have an unflagging need to demonstrate their effectiveness to fulfill the vision of employers, their own hopes for their success, and the deep needs of our populations. Although available funding certainly influences our profession's future, our success will also determine the investments in what we do.



Your interest in our continuing education courses signals your commitment to sharpening your capacity to serve and to help yourself and your clients to succeed. The School of Social Work's Office of Continuing Professional Education (CPE) offers the opportunity for high quality lifelong learning to social workers and human service professionals who seek to increase their professional understanding, skills, and accomplishments. We are very proud of the work that we are doing to match the talents of our CPE faculty with those of our professional community and continue to engage new faculty to teach in innovative areas.

This highly regarded program's extensive offerings are designed to meet the needs of participants at the post bachelor's and master's level—so they can continue to improve their knowledge and skill. Our workshops provide the opportunity for you to join with a community of colleagues—to learn of new evidence about practice, to exchange ideas, and to deepen connections to others working on common endeavors. We are continuing to expand our certificate programs, because we believe based on research showing that a series of classes offers the best opportunity to build sufficient and sustainable skill to be able to practice innovative methods effectively.

Our Spring 2009 catalog offers 62 workshops (15 NEW workshops) that will stimulate you to achieve new possibilities for addressing societal challenges, as well as ameliorating individual problems.

Highlights of the semester:

- Two Certificate Programs: **Financial Social Work NEW** and **Certificate Program in Trauma Treatment with Children and Adolescents**
- 20 workshops at Shady Grove, 13 in Washington D.C. and 4 in Hagerstown
- **SUMMER SEMINAR: Ethical Dilemmas for Working with Geriatric Clients and their Caregivers** on Friday, July 17, 2009
- 17 Ethics focused workshops (offered several Thursday evenings and one Saturday each month)
- 4 Workshops that meet the Board of Social Work Examiners supervision requirement

We rely on you to help us to continue to innovate and improve our educational practices. The ideas for many of these workshops come from participants. I invite you to contact the CPE staff with ideas for new workshops, innovative program content, and excellent instructors. We also want to know whether we succeeded in the delivery of the courses we offer. Please provide direct feedback to CPE instructors or staff or use the "solutions box" on our School's website, <http://www.ssw.umaryland.edu/solutions/index.htm>. We encourage your participation in every aspect of this program and thank you for your engagement with us.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard P. Barth". The signature is stylized and somewhat cursive.

Richard P. Barth, PhD
Dean and Professor

W
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L
B

Workshops and Seminars at a Glance

FEBRUARY 2009
MARCH 2009

| Tues | Wed | Thu | Fri | Sat |
|---|--|-----|--|---|
| 17 | 18 | 19 | 20 301SG The Aging Process* | 21 |
| 24 | 25 | 26 | 27 713DC Transference and Counter Transference for Working with Children in Grief and Loss* | 28 |
| Tues | Wed | Thu | Fri | Sat |
| 3 | 4 | 5 | 6 105DC Giving a Fish a Bath: Educating and Protecting the Adolescent Brain 506H Understanding Motivational Interviewing HALF DAY (AM) | 7 |
| 10 | 11 | 12 | 13 109SG Helping Caregivers Communicate about Sexuality with Children & Adolescents 300SG Assessment of the Elderly and Care Management TTCA Trauma Treatment with Children and Adolescents 1st MEETING | 14 |
| 17 | 18 106DC Raising Cain: Working with Boys/Young Men | 19 | 20 | 21 |
| 24 900 Effective Supervision in Child Welfare Settings NEW 1 of 2-DAY WORKSHOP | 25 702 Impaired Professionals: Ethical Issues Related to Dealing with Social Work Impairment NEW 900 Effective Supervision in Child Welfare Settings NEW 2 of 2-DAY WORKSHOP | 26 | 27 111SG Anger Management with Young Adults 302SG End of Life Issues 508SG Seasonal Affective Disorder (SAD) NEW 1001A License Prep 1 of 2 | 28 1001A License Prep 2 of 2 FSWK Certificate Program in Financial Social Work 1st MEETING |

* In case of inclement weather:
301SG Friday, June 19, 2009
713DC Friday, June 12, 2009

| Tues | Wed | Thu | Fri | Sat |
|---|-----------|--|---|--|
| | 1 | 2 | 3 200SG Imago Relationship Therapy 711DC Ethical Issues in the Culture of Psychotherapy | 4 |
| 14 705 Clinical and Ethical Issues in Social Work Self-Disclosure | 15 | 16 703 Ethics for Agency Based Social Workers: Basics on Boundaries EVENING HALF-DAY 903 Effective Systems for Private Practice Setting 1 of 2-DAY WORKSHOP | 17 203SG The Uncountable Casualty-Warriors, Veterans, their families and the Invisible Wounds 303SG Elder Abuse and Neglect 903 Effective Systems for Private Practice Setting 2 of 2-DAY WORKSHOP | 18 |
| 21 | 22 | 23 900H Effective Supervision in Child Welfare Settings NEW 1 of 2-DAY WORKSHOP | 24 900H Effective Supervision in Child Welfare Settings NEW 2 of 2-DAY WORKSHOP- 1001DC License Prep 1 of 2 | 25 700 Strategies for Ethical Decision Making when Working with Children and Families NEW 1001DC License Prep 2 of 2 |

| Tues | Wed | Thu | Fri | Sat |
|---|---|---|---|---|
| | | | 1 110SG Update of Psychopharmacology with Children and Youth | 2 |
| 5 | 6 | 7 901 Challenges within the Supervisory-Supervisee Relationship 1 of 2-DAY WORKSHOP | 8 304SG Communicating with the Elderly 507 Reporting Requirements for Adults Who Were Abused or Neglected as Children 901 Challenges within the Supervisory-Supervisee Relationship 2 of 2-DAY WORKSHOP | 9 713SG Transference and Counter Transference for Working with Children in Grief and Loss |
| 12 902SG Effective Supervision in Agency Settings 2-DAY WORKSHOP <i>Note: Monday, May 11th & Tuesday May 12th</i> | 13 501 Evidence Based Practices for the Assessment & Treatment of Co-Occurring Disorders NEW | 14 | 15 104 Helping Teens Develop Healthy Romantic Relationships 503 Practical Application of Behavior Change Models | 16 |
| 19 | 20 | 21 | 22 509SG Shame and Trauma | 23 |
| 26 | 27 | 28 | 29 | 30 204DC Strategies that Add to your Clients Parenting Toolbox |

| Tues | Wed | Thu | Fri | Sat |
|------|--|--|---|--|
| 2 | 3 | 4 | 5 103SG Teens, Suicide and the Developing Brain NEW 202 Infidelity and Affairs: Helping Couples Heal Their Broken Hearts 504 Emotional Freedom Techniques (EFT) Advanced Studies Program for Relief of Trauma NEW | 6 |
| 9 | 10 | 11 102 Cognitive Behavioral Therapy with Children 1 of 2-DAY WORKSHOP | 12 102 Cognitive Behavioral Therapy with Children 2 of 2-DAY WORKSHOP 151 SG Understanding and Working with Dreams in a Clinical Setting 701 Professional Ethics, and the Issue of "Death with Dignity" in the U.S. HALF-DAY NEW 1001B License Prep 1 of 2 | 13 1001B License Prep 2 of 2 |
| 16 | 17 | 18 | 19 704H Ethics for Agency Based Social Workers HALF-DAY 716 Ethical Aspects of Transference and Countertransference in Psychotherapy | 20 |
| 23 | 24 101 Building Great Brains from Birth to Age Eight NEW | 25 | 26 201DC Working with Couples Relationships Effected by Traumatic Experience 308 Multi-Cultural Competency NEW 510SG Wellness Group Model for Women of Color NEW | 27 708DC Ethics and Multiculturalism in Social Work 714SG Ethical Considerations in School Settings HALF-DAY (AM) |

| Tues | Wed | Thu | Fri | Sat |
|------|---|-----|--|--|
| | 1 709DC Issues & Ethics for the Helping Professional HALF-DAY PM 710DC Making Clear, Tough Choices: Ethics in Addictions Practice HALF-DAY PM | 2 | 3 | 4 |
| 7 | 8 505 Using the Cognitive Therapies in the Treatment of Personality Disorders | 9 | 10 715SG(AM) & 715SG(PM) Ethical Decision-Making in Health Care HALF-DAY | 11 712SG Addressing Access to Healthcare from a Clinical Perspective |
| 14 | 15 100DC Brain-Compatible Strategies for Challenging Behaviors NEW | 16 | 17 SUMMER SEMINAR: Strategies for Ethical Decision-Making when Working with Geriatric Clients and their Caregivers | 18 706DC Ethical Considerations When Addressing Client Sexual Issues HALF-DAY (AM) 707DC Ethical Considerations When Working with GLBTQI Clients HALF-DAY (PM) |

Workshops

| | |
|--|----|
| A QUICK REFERENCE | 2 |
| WORKSHOP OUTSITES | 8 |
| SUMMER SEMINAR | 10 |
| WORKSHOP DESCRIPTIONS | 11 |
| TRAUMA TREATMENT WITH CHILDREN AND ADOLESCENTS CERTIFICATE PROGRAM | 16 |
| FINANCIAL SOCIAL WORK CERTIFICATE PROGRAM | 29 |
| REGISTRATION, TUITION, CEUs | 42 |
| REGISTRATION FORM | 45 |

SUMMER SEMINAR: Strategies for Ethical Decision-Making when Working with Geriatric Clients and their Caregivers on Friday, July 17, 2009 PAGE 10
NEW

CLINICAL PRACTICE

Children/Adolescents

- 100DC Stocking the Toolbox: Brain-Compatible Strategies for Challenging Behaviors PAGE 11 **NEW**
- 101 Right From The Start: Building Great Brains from Birth to Age Eight PAGE 11 **NEW**
- 102 Cognitive Behavioral Therapy with Children PAGE 11 **TWO-DAYS EXPANDED**
- 103SG The Saddest Song: Teens, Suicide and the Developing Brain PAGE 12 **NEW**
- 104 Helping Teens Develop Healthy Romantic Relationships PAGE 12
- 105DC Giving a Fish a Bath: Educating and Protecting the Adolescent Brain PAGE 13
- 106DC Raising Cain: Working with Boys/Young Men PAGE 13

- 108H Disruptive Behavior Disorders Assessment and Treatment Approaches PAGE 14
- 109SG Helping Caregivers Communicate about Sexuality with Children & Adolescents PAGE 14
- 110SG Update of Psychopharmacology with Children and Youth PAGE 15
- 111SG Anger Management with Young Adults PAGE 15

Couples and Families

- 200SG Imago Relationship Therapy PAGE 18
- 201DC Working with Couples Relationships Effected by Traumatic Experience PAGE 18
- 202 Infidelity and Affairs: Helping Couples Heal Their Broken Hearts PAGE 18
- 203SG The Uncountable Casualty—Warriors, Veterans, their Families and the Invisible Wounds PAGE 19 **NEW**
- 204DC Helping Parents Grow: Making Assessments and Identifying Strategies that Add to your Clients Parenting Toolbox PAGE 19

Workshops

Elderly

| | |
|-------|---|
| 300SG | Assessment of the Elderly and Care Management PAGE 20 |
| 301SG | The Aging Process PAGE 20 |
| 302SG | End-of-Life Issues PAGE 21 |
| 303SG | Elder Abuse and Neglect PAGE 21 |
| 304SG | Communicating with the Elderly PAGE 22 |

Individual/Adults

| | |
|-------|--|
| 501 | Evidence Based Practices for the Assessment & Treatment of Co-Occurring Disorders PAGE 23 NEW |
| 503 | Practical Application of Behavior Change Models PAGE 24 |
| 504 | Emotional Freedom Techniques (EFT) Advanced Studies Program for Relief of Trauma PAGE 24 NEW |
| 505 | Using the Cognitive Therapies in the Treatment of Personality Disorders PAGE 25 |
| 506H | Understanding Motivational Interviewing PAGE 25 HALF-DAY |
| 507 | Understanding Reporting Requirements for Adults Who Disclose They Were Abused or Neglected as Children PAGE 26 |
| 508SG | Seasonal Affective Disorder (SAD) PAGE 26 |
| 509SG | Shame and Trauma PAGE 27 |
| 510SG | A Cup of CHAI—Wellness Group Model for Women of Color PAGE 27 |
| 511SG | Understanding and Working with Dreams in a Clinical Setting PAGE 28 |

CERTIFICATE PROGRAMS

| | |
|------|--|
| TTCA | Trauma Treatment with Children and Adolescents PAGE 16 |
| FSW | Financial Social Work Certification PAGE 29 NEW |

ETHICS

| | |
|-------|---|
| 700 | Strategies for Ethical Decision Making When Working with Children PAGE 31 NEW |
| 701 | Federal and State Legislative and Judicial Decision-Making, Professional Ethics, and the Issue of “Death with Dignity” in the United States PAGE 31 NEW HALF-DAY |
| 702 | Impaired Professionals: Ethical Issues Related to Dealing with Social Work Impairment PAGE 31 NEW |
| 703 | Ethics for Agency Based Social Workers: Basics on Boundaries PAGE 32 EVENING HALF-DAY |
| 704H | Ethics for Agency Based Social Workers: Advanced Boundaries PAGE 32 HALF-DAY |
| 705 | Clinical and Ethical Issues in Social Work Self-Disclosure PAGE 33 SATURDAY |
| 706DC | Ethical Considerations When Addressing Client Sexual Issues PAGE 33 HALF-DAY (AM) |
| 707DC | Ethical Considerations When Working with GLBTQI Clients PAGE 34 HALF-DAY (PM) |
| 708DC | Ethics and Multiculturalism in Social Work PAGE 34 |
| 709DC | Issues & Ethics for the Helping Professional PAGE 34 HALF-DAY |
| 710DC | Making Clear, Tough Choices: Ethics in Addictions Practice PAGE 35 HALF-DAY EVENING |

PLEASE NOTE:

We recommend that participants dress in layers because of temperature variations in workshop rooms. Also, because some mailing lists are purchased, you may receive multiple copies of this brochure. Although we strive to eliminate duplications, this is not always possible; please pass on any extra brochures you may receive to colleagues. Thank you.

| | |
|---------------------------|---|
| 711DC | Ethical Issues in the Culture of Psychotherapy PAGE 35 |
| 712SG | Addressing Access to Healthcare from a Clinical Perspective PAGE 36 SATURDAY |
| 713SG & 713DC | Transference and Counter Transference for Working with Children in Grief and Loss PAGE 36 |
| 714SG | Ethical Considerations in School Settings PAGE 37 HALF-DAY SATURDAY |
| 715SG(AM) & 715SG (PM) | Ethical Decision-Making in Health Care PAGE 37 HALF-DAY |
| 716 | Ethical Aspects of Transference and Countertransference in Psychotherapy PAGE 37 |

SOCIAL ADMINISTRATION AND MANAGEMENT

| | |
|-------|--|
| 900& | |
| 900H | Effective Supervision in Child Welfare Settings PAGE 38 NEW |
| 901 | Challenges within the Supervisory-Supervisee Relationship PAGE 38 TWO-DAY WORKSHOP |
| 902SG | Effective Supervision in Agency Settings PAGE 39 TWO-DAY WORKSHOP |
| 903 | Building Effective Systems for Private Practice Setting PAGE 39 TWO-DAY WORKSHOP |

PROFESSIONAL DEVELOPMENT

| | |
|--------|--|
| 1001A | Social Work License Examination Preparation PAGE 40 TWO-DAY WORKSHOP |
| 1001B | Social Work License Examination Preparation PAGE 40 TWO-DAY WORKSHOP |
| 1001DC | Social Work License Examination Preparation PAGE 40 TWO-DAY WORKSHOP |

Workshop Outsites

DISTRICT OF COLUMBIA (DC)

National Rehabilitation Hospital, 102 Irving Street, NW, Washington, D.C. 20010

- 713DC Transference and Counter Transference for Working with Children in Grief and Loss
Friday, February 27, 2009
- 105DC Giving a Fish a Bath: Educating and Protecting the Adolescent Brain
Friday, March 6, 2009
- 106DC Raising Cain: Working with Boys/Young Men
Wednesday, March 18, 2009
- 711DC Ethical Issues in the Culture of Psychotherapy
Friday, April 3, 2009
- 1001DC Social Work License Examination Preparation
Friday, April 24 & Saturday, April 25, 2009
- 204DC Helping Parents Grow: Making Assessments and Identifying Strategies that Add to your Clients Parenting Toolbox
Saturday, May 30, 2008
- 201DC Working with Couples Relationships Effected by Traumatic Experience
Friday, June 26, 2009
- 708DC Ethics and Multiculturalism in Social Work
Saturday, June 27, 2009
- 709DC Issues & Ethics for the Helping Professional **HALF-DAY**
Wednesday, July 1, 2009 (PM)
- 710DC Making Clear, Tough Choices: Ethics in Addictions Practice
HALF-DAY
Wednesday, July 1, 2009 (PM)
- 100DC Brain-Compatible Strategies for Challenging Behaviors **NEW**
Wednesday, July 15, 2009
- 706DC Ethical Considerations When Addressing Client Sexual Issues
HALF-DAY
Friday, July 18, 2009 (AM)
- 707DC Ethical Considerations When Working with GLBTQI Clients
HALF-DAY
Friday, July 18, 2009 (PM)

HAGERSTOWN (H)

University of Maryland System at Hagerstown, 32 W. Washington Street, Hagerstown, MD 21740

- 506H Understanding Motivational Interviewing **HALF-DAY**
Friday, March 6, 2009
- 900H Effective Supervision in Child Welfare Settings **NEW**
Thursday & Friday, April 23 – 24, 2009
- 108H Disruptive Behavior Disorders Assessment and Treatment Approaches
Friday, May 22, 2009
- 704H Ethics for Agency Based Social Workers: Advanced Boundaries
HALF-DAY
June 19, 2009

WORKSHOP LOCATIONS

The Office of Continuing Professional Education offers workshops at the **University of Maryland's Downtown Location** at the School of Social Work (525 West Redwood Street between Paca and Greene Streets.)

We also offer selected workshops in **Shady Grove (SG)**, the **District of Columbia (DC)**, and **Hagerstown (H)**. These workshops are indicated by the letters SG, DC, and H immediately following the course number, and they are listed separately below. Please refer to the workshop descriptions for more information. Directions to the off-campus sites will be mailed with confirmation letters.

SHADY GROVE (SG)

Universities at Shady Grove, 9630 Gudelsky Drive, Rockville, MD 20850

- | | |
|---------------------------|--|
| 301SG | The Aging Process Friday, February 20, 2009 |
| 511SG | Understanding and Working with Dreams in a Clinical Setting Friday, June 12, 2009 |
| 109SG | Helping Caregivers Communicate about Sexuality with Children & Adolescents Friday, March 13, 2009 |
| 300SG | Assessment of the Elderly and Care Management Friday, March 13, 2009 |
| 111SG | Anger Management with Young Adults Friday, March 27, 2009 |
| 302SG | End of Life Issues Friday, March 27, 2009 |
| 508SG | Seasonal Affective Disorder (SAD) Friday, March 27, 2009 |
| 200SG | Imago Relationship Therapy Friday, April 3 2009 |
| 203SG | Recognizing and Addressing the Effects of Traumatic Stress: Supporting Veterans and their Families Friday, April 17, 2009 |
| 303SG | Elder Abuse and Neglect Friday, April 17, 2009 |
| 110SG | Update of Psychopharmacology with Children and Youth Friday, May 1, 2009 |
| 304SG | Communicating with the Elderly Friday, May 8, 2009 |
| 713SG | Transference and Counter Transference for Working with Children in Grief and Loss Saturday, May 9, 2009 |
| 902SG | Effective Supervision in Agency Settings TWO-DAY WORKSHOP Monday & Tuesday, May 11-12, 2009 |
| 509SG | Shame and Trauma Friday, May 22, 2009 |
| 103SG | The Saddest Song: Teens, Suicide and the Developing Brain NEW Friday, June 5, 2009 |
| 510SG | A Cup of CHAI– Wellness Group Model for Women of Color NEW Friday, June 26, 2009 |
| 714SG | Ethical Considerations in School Settings HALF-DAY Saturday, June 27, 2009 |
| 715SG(AM) & 715SG (PM) | Ethical Decision-Making in Health Care HALF-DAY Friday, July 10, 2009 |
| 712SG | Addressing Access to Healthcare from a Clinical Perspective Saturday, July 11, 2009 |

Summer Seminar 2009**Strategies for Ethical Decision-Making when Working with Geriatric Clients and their Caregivers****Friday, July 17, 2009**

Professionals who work with older adults and their caregivers often face difficult ethical dilemmas. This seminar presents an ethical decision making framework for use in professional practice with older adults and their caregivers. Case vignettes that highlight aging issues such as chronic illness, institutionalization, home-based care and end of life treatment will be examined using this ethical decision making framework. Finally, key ethical principles (e.g., autonomy, protection of life, doing the least harm and equality) will also be addressed for their application to professional practice.

OBJECTIVES

- Examine an ethical decision making framework for use in professional practice with older adults and their caregivers;
- Assess key ethical principles such as autonomy and protection of life, as they affect older adults and caregivers; and
- Apply an ethical decision making framework to case vignettes that address aging issues such as chronic illness, institutionalization and home-based care, and end of life treatment.

In addition to the lecture, seminar attendees will be engaged to participate through a variety of opportunities including case presentation and small group discussions to allow a deeper look into the special dynamics of working with this population. These groups will be facilitated by renowned national and local scholars and practitioners to advance our knowledge and practice base concerning older adults.

Terry Koenig, PhD is an Associate Professor in the School of Social Welfare at the University of Kansas. Her areas of research and scholarship examine ethical decision-making from the older adult and caregivers' viewpoint and in relationship to social work practice (e.g., professional self-reflection, tensions between personal values and professional ethics, and woman-centered ethics). Currently, Dr. Koenig teaches conceptual thinking and human behavior theories across all levels of the curriculum.

Friday, July 17, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$135, CEUs: 6

► **100DC Stocking the Toolbox: Brain-Compatible Strategies for Challenging Behaviors** **NEW**

Explore the inner workings of the brains of children who do not learn in a traditional fashion. The specific challenges of Oppositional Disorder, Conduct Disorder, Depression, Anxiety, Learned Helplessness, Asperger's Syndrome, Sensory Integration Disorder and AD/HD are covered in detail. For each challenge, the symptoms, causes and effective interventions are explained. If you're ready to restock your toolbox for effectively helping these non-traditional learners, this workshop will bring you up-to-date on the latest successful insights and practices.

Terry Long is a veteran of the Speak Education Classroom and of the theatre. For the past eleven years, Terry has worked with hundreds of children and adolescents suffering from behavior and emotional problems at The Children's Guild, the largest private provider of special education services in Maryland. An award-winning director, accomplished actor, and talented singer, Terry uses his broad artistic experience to teach, entertain and inspire his audiences.

Wednesday, July 15, 2009 8:45a.m. - 4:15p.m., District of Columbia, \$125, CEUs: 6

101 Right From The Start: Building Great Brains from Birth to Age Eight **NEW**

Neuroscience is overflowing with fresh insights and valuable information on nurturing and educating new brains. From birth to eight years of age, the brain has very specific emotional, nutritional and intellectual needs. When these needs are adequately met, children flourish. When these needs are not met, predictable consequences result that require highly-targeted interventions. Learn how to build the foundation for a healthy, happy brain and how to help brains struggling to achieve a positive development start.

Frank Kros, MSW, JD is president of the Upside Down Organization and Executive Vice President of The Children's Guild, the largest private provider of special education services in Maryland. He has co-authored Creating the Upside Down Organization: Transforming Staff to Save Troubled Children published in 2005.

Wednesday, June 24, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

102 Cognitive Behavioral Therapy with Children **TWO-DAYS EXPANDED**

In the days of evidence-based treatment, cognitive-behavioral therapy (CBT) stands out with substantial support in research outcome studies. It shows flexibility because it is able to treat both internalizing disorders (depression, anxiety) and externalizing disorders (behavioral disorders). The workshop shows how to assess dysfunctional children from a cognitive perspective, citing key executive function deficits.

Kenneth Sharoff, PhD, has over 30 years of experience, and is in private practice in Towson and Owings Mills. He has presented numerous workshops throughout the country. Dr. Sharoff is the author of three books on the coping skills approach to treatment.

Thursday & Friday, June 11–12, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$250, CEUs: 12

103SG The Saddest Song: Teens, Suicide and the Developing Brain **NEW**

The unique development period of life known as adolescence can leave some teens especially vulnerable to depression and suicidal behavior. This workshop explores the “Perfect Storm” of biological and social factors emerging in the lives of some teens that leaves them especially vulnerable to suicidal thoughts and actions. Packed with practical advice for parents, teachers and helping professionals, this cutting-edge experience provides more than 20 strategies to help teens effectively cope with adversity, depression, anxiety and stress, and avoid self injurious behavior.

Heather Higgins, LCSW-C, joined The Children’s Guild in 2004 and is the Director of The Family Help Center, an Outpatient Mental Health Clinic in Baltimore, Maryland, and is a trainer for The Upside Down Organization. In 1998, Heather obtained her bachelor’s degree from Loyola College in Maryland and received her MSW from the University of Maryland at Baltimore in 2000. Heather has spent the past 10 years working with children in Baltimore City. Her previous employment includes residential care, therapeutic foster care, and inpatient psychiatric care for children with Autism.

Friday, June 5, 2009, 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

104 Helping Teens Develop Healthy Romantic Relationships

Clearly it is a struggle to develop and maintain healthy relationships especially in this era of “hooking up.” Among adults in the US, the divorce rate continues to hover around 50%. Some of the biggest reasons for divorce include the inability to communicate and resolve conflicts in relationships. The good news is that relationship skills can be learned and practiced. The best time to begin learning these skills is in adolescence when young people become more focused on peer and romantic relationships. Teens are very interested in relationships and want help with understanding and making relationships work. This experiential workshop will focus on the components of healthy relationships, key relationship skills for adolescents and adults, and group activities that can help adolescents explore their attitudes and feelings about relationships as well as develop important relationship skills. At the end of the workshop, participants will be able to: 1) list the key components of healthy relationships; 2) describe and communicate about the following relationship skills: asking someone out, showing appreciation; 3) recognizing their own and their partner’s love language; 4) make a complaint instead of criticizing; 5) manage conflict without violence; 6) recognize and respecting boundaries; 7) end a relationship; and 8) assist teens in considering the role of lifetime commitments and marriage.

Pamela M. Wilson, MSW, is a program consultant and trainer. She has designed and helped implement a variety of youth development programs for organizations around the country. Throughout her career she has trained educators, social workers, and other human services professionals to facilitate small groups utilizing a variety of curricula on hard-to-teach topics such as sexuality, HIV, and adolescent fatherhood. Pam has written or co-authored numerous curricula and other publications, including Exploring Relationships and Marriage with Fragile Families, Our Whole Lives: Sexuality Education for Grades 7-9. She is also featured in the sexuality education videos Raising Healthy Kids: Families Talk About Sexual Health.

Friday, May 15, 2009, 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

105DC Giving a Fish a Bath: Educating and Protecting the Adolescent Brain

The adolescent brain provides educators a fascinating mix of opportunity and vulnerability. In this workshop, the anatomical, functional, and developmental differences between the teen brain and adult brain will be explored. Research-inspired recommendations for optimizing adolescent learning and minimizing teen risk-taking behavior will be offered through an interactive mix of video, music, manipulatives, and movement.

Shawn Reagle is a trainer for The Upside Down Organization and a career social worker and child and family advocate. She has been a private practice therapist; a residential care counselor, a member of sexual abuse treatment teams and a director of foster care and family support services. Shawn applies her extensive experience with children and families in human service settings to relate an engaging interactive and fun experience that highlights the many dilemmas and opportunities encountered in today's professional environment. Shawn currently provides training and consultation services to individuals, teams, human service organizations and teachers across the nation.

Friday, March 6, 2009, 8:45 a.m. – 4:15 p.m., District of Columbia, \$125, CEUs: 6

106DC Raising Cain: Working with Boys/Young Men

All over the world parents, educators, therapists, social workers and programs are looking at boys and wondering what can be done to help them grow into physically and psychologically healthy young men who feel good about themselves, who are comfortable with their masculinity, and who are able to make healthy decisions about their lives and their relationships. Using the video "Raising Cain" this workshop will "listen" to "real boys' voices" and identify the genuine stresses boys face, how boys survive and what they actually need and want from their care-givers and helpers. It will explore how boys communicate and will develop strategies for better ways to intervene with them. Participants may leave this workshop with as many questions as answers, but the questions they will be asking will be the right ones in helping them to adjust their practice and interventions to be more "male friendly," and to more honestly address the real needs of boys/young men.

Participants will learn to: 1) describe the "be a man box" and identify two ways this "box" influences male behaviors and decision making; 2) explain some of the confusion and mixed messages boys face as they try to identify how to "be a man"; 3) identify psycho-social issues for boys in different phases of the life-cycle (birth through the high school years); 4) identify two ways these psycho-social issues play out differently for boys who grow up in the inner city and for boys who grow up in affluent suburbs; 5) describe three ways socio-economics, society and family constellation influence boys and male behavior; and 6) identify at least one thing they can do new or differently in the future that will help them become more "male-friendly" and/or to help their interventions be more relevant to the real lives of boys.

This workshop is appropriate for social workers at all levels of experience, all types of practice and from all types of settings. Anyone who works with boys and/or young men will find this workshop to be insightful and beneficial.

Wayne Pawlowski, ACSW, LICSW, is a consultant and former director of training for Planned Parenthood Federation of America.

Wednesday, March 18, 2009 8:45 a.m. – 4:15 p.m., District of Columbia, \$125, CEUs: 6

108H Disruptive Behavior Disorders Assessment and Treatment Approaches

Growing numbers of parents are seeking the services of social workers and other clinicians because of difficulties dealing with oppositional and defiant children. Studies have repeatedly demonstrated that effective parenting and management strategies are essential in ameliorating such problematic behaviors. Many children exhibiting behavior problems possess diagnosable DSM-IV-TR "Disruptive Behavior Disorders," whose incidence has been steadily increasing. Participants in this important workshop will learn: 1) various differential diagnosis issues associated with this particular cluster of disorders; 2) an extremely effective assessment tool (which may be helpful with any child client); and 3) parenting techniques/strategies found to be effective in the management of oppositional behaviors. The potential benefits of group parenting sessions will also be examined. This workshop is appropriate for all levels of practitioners.

S. Peter Resta, Ph.D., LCSW-C has accumulated over 20 years experience working with children & families. He is currently Clinical Instructor at the University of Maryland School of Social Work, and an Adjunct Assistant Professor in psychology at UMBC.

Friday, May 22, 2009 9:00 a.m. – 4:15 p.m., Hagerstown, \$125, CEUs: 6

109SG Helping Caregivers Communicate about Sexuality with Children & Adolescents

Parents and other caregivers are the most important and influential sexuality educators in children's lives and yet they are often unaware of their influence and lack the comfort and skills to communicate effectively with children at different ages. Foster and kinship parents face additional challenges in that they are providing care to children who are most at risk for negative consequences related to sexuality. This workshop will help clarify the role of parents and caregivers in sexuality education, present research findings related to parent-child communication about sexuality, and provide some concrete strategies for helping caregivers communicate about sexuality with children at different ages.

At the end of the workshop participants will be able to: 1) identify normal sexual development from childhood through late adolescence; 2) state the influence, both positive and negative, that caregivers can have on their children's developing sexuality; 3) describe and model strategies for helping caregivers clarify the values they want to communicate to their children about sexuality; 4) describe and model a process for helping caregivers initiate conversations about sexuality, and respond to children's and adolescent's sexuality questions or behaviors; and 5) model coaching and giving constructive feedback to caregivers.

*Pamela M. Wilson, MSW, is a program consultant and trainer. She has developed and implemented sexuality education programs with youth of all ages, with parents, and with a variety of human services professionals. She has written or co-authored numerous curricula and other publications, including *Our Whole Lives: Sexuality Education for Grades 7-9*. She is also featured in the sexuality education videos *Raising Healthy Kids: Families Talk About Sexual Health*.*

Friday, March 13, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

110SG Update of Psychopharmacology with Children and Youth

Mental health practitioners find themselves under increasing pressure from third-party payers, school authorities, and parents to manage the symptoms of their child and adolescent patients through pharmacological interventions. At the same time, continuing pharmaceutical advances have made it harder for practitioners to keep up with new medications on the market. This workshop is designed for practitioners who, while experienced in psychotherapeutic techniques for treating child and adolescent mental disorders, need to be updated on recent research in the neuropsychiatric and psychopharmacological treatment of these syndromes. It will focus on a neuroanatomically based approach to understanding currently available medical interventions.

Participants will understand: 1) recent research in the neurochemical and anatomical correlates of complex human emotions and behaviors, and how dysfunction in these systems and structures can lead to the development of psychiatric symptoms; 2) how psychoactive substances can affect otherwise self-regulating systems in ways that result in observable behavioral changes; 3) the different classes of medications, including antidepressants, mood stabilizers, and dopamine and norepinephrine modulators that are available for the treatment of psychiatric conditions in children and adolescents; 4) the symptom-specific use of these medications with children and adolescents and why this method is more appropriate in this particular population than the conventional syndrome-specific one utilized in adult psychopharmacology; and 5) the effective use of a joining approach when conducting therapy with a prescribing physician in order to minimize potential conflicts and patient-driven splitting of this treatment team.

Jason Noel, PharmD, BCPP is the Director of Clinical Pharmacy Services at Rosewood Center in Owings Mills, Maryland, a 200-bed state-operated residential facility for people with developmental disabilities (DD). Additionally, he is a clinical pharmacy specialist for the inpatient psychiatric services at the University of Maryland Medical Center. He serves as a drug therapy consultant for numerous DD provider agencies throughout Maryland. Dr. Noel's research interests involve the evaluation and improvement of the quality of integrated behavioral and psychiatric treatment for people with developmental disabilities.

Friday, May 1, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

111SG Anger Management with Young Adults

This workshop examines one of our most pressing issues: angry and violent kids. Learn some of the causes of anger and the health risks associated with hostility. Intervention based on cognitive, emotive, and behavioral techniques are described and demonstrated. Methods for helping children and adolescents distract themselves in order to gain time before acting are shared and discussed. This presentation is filled with practical techniques you'll be able to use every day with clients and students.

Participants will: 1) establish and maintain anger management groups for children and adolescents; 2) identify "anger triggers" and distraction techniques; 3) increase client motivation; and 4) help families cope with hostile children.

Gregory M. Hunter, MCP, MS, LCSW-C and a Certified Addiction Counselor. Mr. Hunter is the President of G.M. Hunter and Associates Inc., a counseling and training company that provides mental health assessments, individual and group psychotherapy as well staff development to businesses, community groups and churches in the Baltimore Metropolitan area.

Friday, March 27, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

Office of Continuing Professional Education

Certificate Program in Trauma Treatment with Children and Adolescents Spring 2009 / Spring 2010

The certificate program in trauma treatment incorporates a strengths perspective for working with children and adolescent survivors of abuse and traumatic stress. It aims to equip practicing social workers and other mental health professionals with the opportunity to integrate new knowledge and skills directly into their work with adolescent clients.

Social workers and other mental health professionals encounter individuals in a variety of clinical settings with histories of emotional, physical, and sexual abuse and other traumatizing experiences. Practitioners are presented with the cognitive, behavioral and emotional manifestations that grow out of such trauma.

The last decade has produced a significant expansion of knowledge regarding adolescent trauma and the extensive literature can be overwhelming to practitioners. This certificate program provides a developmental framework for using effective techniques to work with Children and Adolescents who have suffered physical or sexual abuse, loss, or who have witnessed traumatic events. The intervention strategies will be keyed to counteracting the symptoms and behaviors that result from trauma.

The Certificate Program in Trauma Treatment with Children and Adolescents will provide practitioners with:

- An array of evidence-based treatment strategies designed to de-pathologize and help adolescent clients manage symptoms and assist clients in resolving traumatic experiences.
- An enhancement of assessment skills through the use of various diagnostic tools available to the practitioner to accurately assess the impact of trauma in adolescent clients.
- An in-depth understanding of the trauma experience and its long-term impact on the adolescent's cognitive, affective, social, and emotional functioning
- An increased awareness of the trauma-based dynamics that inform the therapeutic alliance and influence treatment outcomes.
- An ability to discern transference and counter-transference reactions in treating traumatized adolescent clients and their impact on clinician efficacy
- The ability to recognize and manage manifestations of vicarious traumatization and engage in self-care
- An understanding of the legal and ethical issues inherent in working with adolescent trauma survivors

- Valuable experience in applying behavioral and psychodynamic techniques to case material through peer consultation and case analysis.
- The ability to recognize differences in perception and the experience of trauma among varied cultural groups and the resulting differences in treatment needs

PROGRAM COMPONENTS

Assessment and treatment of adolescent survivors of trauma is a complex and challenging process. This certificate program offers professionals the opportunity to integrate new knowledge and practice directly into their work with clients. The program is geared to the client population of Children and Adolescents who present with a variety of biopsychosocial issues related to past trauma.

Seminar I: 18 contact hours

Understanding Trauma and Adverse Childhood Experience
Friday, March 13, 2009
Friday, April 24, 2009
Friday, May 8, 2009

Seminar II: 18 contact hours

Use of Self and Building a Therapeutic Alliance, Cultural Competence, and Ethical Considerations
Friday, May 8, 2009
Friday, June 12, 2009
Friday, July 10, 2009

Seminar III: 18 contact hours

Diagnosis and Assessment Tools
Friday, September 11, 2009
Friday, October 9, 2009
Friday, November 13, 2009

Seminar IV: 18 contact hours

Evidence based Interventions and Techniques
Friday, December 11, 2009
Friday, March 12, 2009
Friday, April 9, 2009

Total 72 contact hours

The Certificate Program was developed to enhance clinician’s knowledge-base and skill set with current trauma theory, assessment and diagnostic strategies, the principles and practice of evidence-based trauma treatment, and an understanding of vicarious traumatization. A variety of adolescent and trauma treatment experts will present in this program. Information will be presented didactically as well as experientially, with participants involved in the learning process through the use of case presentations, interactive discussions, videotapes, role-plays, group exercises, and other techniques. Peer and instructor consultation are an integral part of the program.

CERTIFICATE PROGRAM LEADERS

Carlton Munson, PhD, LCSW, has been active in clinical practice throughout his social work career. His commitment to children’s mental health services spans 40 years and is evident through his work with the Maryland Mental Health and Department of Social Services at the state, county and local department levels. Dr. Munson has also worked as a clinical consultant to the Veterans Administration Center in Washington, DC, the University of Texas Medical School Department of Psychology in Houston and at a number of children’s mental health treatment centers. An esteemed professor, Dr. Munson has taught social work practice at the BSW, MSW and doctoral levels, serving for seven years as the Director of the University of Maryland School of Social Work doctoral program. He has authored more than 10 books and is currently in private practice specializing in treatment for traumatized children.

Richard Norman, LCSW-C is currently CEO of the Martin Pollack Project Inc., a pioneer agency in provision of treatment foster care service in Maryland. He has vast experience in various professional social settings and positions including family therapy and family therapy training, private foster care, primary health care, child protective services, graduate field instruction, undergraduate and graduate social work classroom instruction at Morgan State University and the University of Maryland School of Social Work.

***To enhance the program, additional experts may be engaged to present on particular skill or topic areas.*

CERTIFICATE PROGRAM STRUCTURE

A “class” of 20 is accepted into the CERTIFICATE PROGRAM which begins in the Spring and is completed the following Spring. The cohort meets in the Seminar I (fall), Seminar II (spring), Seminar III (late spring/ early summer, and Seminar IV (summer/ early fall). Selected books and articles will be distributed to facilitate individual integration and group discussion of course content. Enrollment involves commitment to the entire program on all training dates.

The program comprises 72 contact hours/continuing education units (CEUs). Certificate program seminar content regarding ethics and boundary issues with clients will fulfill the requirement for three (3) credit hours in ethics at the Category I level, set by the Maryland Board of Social Work Examiners.

Participants are expected to complete the Certificate Program in Trauma Treatment with Children and Adolescents in the Spring 2010. Those participants who complete the program components will receive Certificate of Completion.

CASE ANALYSIS REQUIREMENT

Each participant is required to prepare a case analysis applicable to a current client demonstrating integration of material presented during the program.

CERTIFICATE PRE-REQUISITES

- MSW or equivalent
- Minimum of three years experience in clinical practice
- Current work setting with children and adolescents, or families for at least one year

A copy of your resume’ and a personal statement must accompany your registration. In your personal statement, please describe your current position and briefly indicate how you think the certificate program will strengthen your work with clients.

TUITION AND FEES

| | |
|--------------------------------|----------|
| Non-refundable Application Fee | \$50 |
| Seminar I: (3 sessions) | \$450 |
| Seminar II: (3 sessions) | \$450 |
| Seminar III: (3 sessions) | \$450 |
| Seminar IV: (3 sessions) | \$450 |
| Total | \$1850** |

***payment plan available*

PAYMENT of \$550.00 (Application Fee/Introductory Seminar) is expected at the time of application. We are committed to cost not being a barrier to participation and payment plans are available. A payment schedule will be provided upon acceptance to the program.

Registration, resume, and personal statement will be accepted on a first-come, first-served basis in accordance with the prerequisites outlined above. Registrants will receive a receipt confirmation by email or fax. For best consideration, please apply by March 1, 2009.

NOTE: This program is not training in Critical Incident Stress Debriefing.

► **200SG Imago Relationship Therapy**

In this workshop, participants will receive an introduction to Imago Relationship Therapy that is based on Harville Hendrix’s book, *Getting the Love You Want*. Imago Relationship Therapy is an effective and efficient method of therapy that helps couples develop safe, positive and more loving relationships and helps to turn conflict and distance into opportunities for growth. Participants will have the opportunity to learn the basic theory of Imago Relationship Therapy and to learn some of the techniques that promote intimacy and reduce conflicts. Additionally, the workshop will focus on creating a safe environment for therapists to risk sharing of themselves. This workshop is geared toward practitioners with more than five years of experience working with couples.

The workshop will 1) introduce basic Imago theory; 2) demonstrate the dialogue tool, the basic tool of Imago therapy; 3) the theory behind the dialogue; and 4) the integration of Imago therapy into one’s practice.

Gail Guttman, LCSW, is in private practice with Guttman & Pearl Associates in Rockville, MD.

Friday, April 3, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

201DC Working with Couples Relationships Effected by Traumatic Experience

Post Traumatic Stress Disorder occurs in a multitude of ways that can effect the functioning of a couple. Individual trauma history or current trauma experience of either, partner or joint trauma experienced as a couple all bring potential struggle to the couples relationship.

Of course, traumatic experience alone does not dictate that there will be trouble but rather the ways in which individuals and couples assign meaning to these events and manage the feelings generated by these events. This workshop will address these various histories and the ways that we can assess and work with such couples to facilitate and improve safety and comfort for both partners.

Participants will learn to 1) recognize the ways that trauma effects the functioning of a couple (looking at various kinds of traumatic experience); 2) explore the ways in which couples assign meaning to traumatic experience; 3) explore the ways in which couples manage feelings related or residual to traumatic experience; and 4) discuss ways to facilitate functioning and improve comfort and safety for both partners

Frances K. Forstner, LCSW-C, BCD, is in private practice and an adjunct faculty member at the University of Maryland School of Social Work.

Friday, June 26, 2009 8:45 a.m. – 4:15 p.m., District of Columbia, \$125, CEUs: 6

202 Infidelity and Affairs: Helping Couples Heal Their Broken Hearts

The disclosure of an affair is among the most devastating and painful experiences that couples face. It is also one of the most challenging and complicated problems encountered in therapy. This workshop will examine various forms of infidelity, the impact of its discovery on each spouse and the marriage, and issues of recovery and treatment. Some of the challenges encountered in treatment include: how much about the affair should be disclosed, how to help with shattered trust, hyper vigilance, and anxiety, and how to build empathy between the partners. Some important insights that have been gained in understanding and treating infidelity and affairs will be reviewed. In addition, a framework for the treatment of infidelity rooted in Relationship Enhancement Therapy will be presented. The instructor will present a live demonstration and illustrative case material. Participants are encouraged to bring case material for discussion, as well.

Participants will be able to: 1) integrate two complementary perspectives in the treatment of infidelity; 2) identify key thematic considerations in understanding and treating infidelity; 3) address the issue of confidentiality in couple's therapy with clarity; 4) understand the importance of maintaining the primacy of joint sessions while also using individual sessions to support the joint couples work; and 5) gain knowledge of how to use a couple's dialogue process and the empathic technique of "Becoming" to facilitate the couple's difficult work of emotional healing.

Rob Scuka Ph.D., M.S.W., L.C.S.W.-C is the Executive Director of the National Institute of Relationship Enhancement in Bethesda, MD and author of Relationship Enhancement Therapy: Healing Through Deep Empathy and Intimate Dialogue (Routledge, 2005)

Friday, June 5, 2009, 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

203SG The Uncountable Casualty—Warriors, Veterans, their Families and the Invisible Wounds

Since October 2001, over 1.6 million American men and women have served in the military as war fighters in Operation Enduring Freedom (OEF) in Afghanistan and Operation Iraqi Freedom (OIF). The primary focus of this workshop will be supplying an overview to the treatment these returning warriors and their families in the community after they have left military service. Though many will have veterans benefits, they are surfacing in the community based health services via private insurance and employee based care systems. The workshop will introduce a nonmilitary behavioral health care provider with an introduction to the unique issues that have surfaced in treating these injured soldiers and their families. Included in this is the inordinately high divorce rate, substance abuse, stress injury including PTSD, depression, and other anxiety disorders. Also needed is the ability to provide grief counseling and a differentiation between a grief reaction and possible PTSD. Also, a mental health provider must be tuned to giving screening for concussion and possible traumatic brain injury so that referral back to proper services can be made. At present there are specific evidence-based treatment modalities which are viewed by VA and DOD as more effective treatments for PTSD. These are being further researched and developed. Overviews will be given in this workshop. Specific screening tools will be introduced as well as discussion on mediation treatment and PTSD.

Ken Allen owns and directs a group practice in Maryland, where he has been a practicing therapist and clinical director where he has been treating clients with ADD across the life span for the past 15 years. He is a consultant and trainer to corporations in the area of communication and people skills.

Friday, April 17, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

204DC Helping Parents Grow: Making Assessments and Identifying Strategies that Add to your Clients Parenting Toolbox

As a new clinician, it can be challenging to assess families in order to determine where to intervene. Families present with many problems that may be caused by the changes that occur in relationships at different stages of the family life cycle and conflict often arises as the individual family members move along the developmental life cycle. The workshop will give the clinician new tools to add to their assessment toolbox and identify some strength-based strategies that can be used with parents to increase the skills that they already have. This workshop is targeted to new practitioners who have worked in the field for five years or less and are developing strategies to incorporate into their work with families.

Workshop participants will: 1) identify characteristics of healthy families; 2) to discuss the family life cycle and how it affects parenting; 3) to learn a model of

observing parent-child interaction; and 4) to identify strength-based interventions to improve parent-child interactions.

Melissa Watson-Clark has taught parenting classes for court-mandated parents and facilitated support groups for both teens and adults who are parenting. She worked as a parent educator with a Healthy Families program in Baltimore City and was a trainer for family support workers in the state teaching strategies on supporting the parent-child relationship. In addition to her duties as a facilitator of family team decision-making meetings for Baltimore County Dept. of Social Services, she has also developed and conducted workshops for new workers on assessing and strengthening parenting skills.

Saturday, May 30, 2009 8:45 a.m. – 4:15 p.m., District of Columbia, \$125, CEUs: 6

► 300SG Assessment of the Elderly and Care Management

With the fastest growing segment of the population in the over-65 age range, the increased mobility of the family, and the extended life span of the aging person, advocating, accessing and navigating the maze of service delivery frequently requires the assistance of a Geriatric Care Manager (GCM). The GCM is positioned to become the “expert” for assessing, implementing and monitoring services for older adults and their families. This workshop is for those practitioners wanting to improve their understanding of how to work with a client’s GCM, as well as for those interested in exploring the evolving field of care management.

Participants will: 1) strengthen skills for conducting systemic assessments of older clients and their families; 2) learn to develop, implement and monitor appropriate care plans; 3) practice a strengths-based model of care management as part of the long-term care continuum; 4) explore the use of relationship as a tool to empower families who are resistant to change; 5) learn to develop working alliances with service providers of the older client and their family; 6) consider ethical issues and standards in geriatric care management; and 7) learn about career potential in the field of geriatric care management.

Mary Faith Gardiner-Ferretto, LCSW-C, C-ASWCM has over 20 years of experience as a geriatric social worker. She is former director and has designed and implemented geriatric care management services for Keswick At Home Services in Baltimore, Maryland.

Friday, March 13, 2009 8:45 – 4:15 p.m., Shady Grove, \$125, CEUs: 6

301SG The Aging Process

We are living in a world where the only constant seems to be change. Nowhere is this change more evident than in the statistics and characteristics of the aged population. It is an accepted theory that older people are very much like they were as younger people, only more so. People do not magically change their personalities when they reach a certain age. There are some changes that do come with age. The workshop, The Aging Process, will assist social workers in understanding the myths and realities of aging.

This workshop will cover the: 1) physiology of aging; 2) sensory changes with aging; 3) cognitive changes with aging; and 4) personality changes associated with aging.

Janet Kurland, MSW, LCSW-C, as a Senior Care Specialist at Jewish Family Services of Central Maryland manages the Senior Resources Program. During the past 30 years, she has worked in Gerontology, founding a major multi-purpose senior center, pioneering the development of community-based social work services to the elderly and serving as a consultant to nursing homes. She has written a number of professional articles and has co-authored, Tips for Getting the Best from the Rest, an experiential handbook for senior adult

groups, and More Than a Place to Live, a training manual for managers of housing and health care facilities for the elderly, published in 1989.

Friday, February 20, 2009* 8:45 – 4:15 p.m., Shady Grove, \$125, CEUs: 6

**In case of inclement weather date is Friday, June 19, 2009*

302SG End-of-Life Issues

As the aging become the fastest growing population, the need for clinical skill and expertise in end of life care issues becomes paramount. Advanced medical technology and changes in family dynamics/social supports can create more choices and challenges in decision making and planning. This workshop will offer a comprehensive overview of key issues in end of life care such as health-care decision-making, assessing and addressing the emotional and spiritual needs, grief and loss concepts particular to this population as well as practical interventions for senior clients and their families.

Robin Stocksdales, ACSW, LCSW-C has been employed in health care for 23 years in hospice, acute care, physical rehabilitation and retirement community settings. Employed by Gilchrist Hospice Care (formerly known as Hospice of Baltimore) as the Clinical Manager of Supportive Services, she currently manages a team of over 30 masters-prepared counselors in Social Work, Spiritual Care and Bereavement Services. Robin has also served as an adjunct professor at Rutgers University teaching courses in social work in the health care arena.

Carla Jackson, LCSW-C, has been in healthcare for the past fifteen years working in diverse clinical areas such as patient advocacy, addictions, psychiatry, end of life care and bereavement. She holds a post-masters certificate in End of Life Care from Smith College, and is currently a clinical bereavement counselor with Gilchrist Hospice Care. In addition to hospice, she also serves as an adjunct faculty member for the University of Maryland School of Social Work instructing a course in Death, Dying and Bereavement.

Friday, March 27, 2009 8:45 – 4:15 p.m., Shady Grove, \$125, CEUs: 6

303SG Elder Abuse and Neglect

It is often difficult to believe that an older family member or friend may be subject to any form of maltreatment. However, it is estimated that yearly 2.1 million older Americans are victims of physical, psychological and other forms of abuse and neglect. That number may still be underestimated, as it is believed that for every abuse case reported, there may be as many as five more that are not.

Participants will learn: 1) skills to understand, identify, and intervene in situations that suggest abuse and neglect; 2) the definitions and different types of elder abuse and neglect; 3) requirements for reporting elder abuse and neglect; and 4) the prevention of abuse in nursing homes.

Sharon Rose, MSW is employed by the Baltimore County Department of Social Services, Adult and Adolescent Services Division. As Supervisor of the Services to the Aged Unit, she is responsible for clinical and administrative supervision to a unit of masters level social workers that provide community based case management and Adult Protective Services intervention to the older population. She has extensive experience and knowledge on issues related to the topic of "Elder-Abuse."

Blanche Coady has 31 years of experience practicing social work in public service with adults and their families. She currently serves as the Supervisor of the Information, Referral, and Screening Unit of the Adult Services Division at the Baltimore County Department of Social Services. For many years, she conducted Adult Protective Services investigations and provided crisis intervention and ongoing case management.

Friday, April 17, 2009 8:45 – 4:15 p.m., Shady Grove, \$125, CEUs: 6

304SG Communicating with the Elderly

The communication process in general is complex and can be further complicated by age. Communication can be hindered by the normal aging process, which may involve sensory loss, decline in memory, slower processing of information, lessening of power and influence over their own lives, retirement from work, and separation from family and friends. At a time when older adults have the greatest need to communicate with family, caregivers and human service professionals, life and physiologic changes make it the most difficult.

Participants will learn: 1) techniques of active listening and reminiscing; 2) how to work with sensory impairments; and 3) how to cope with the emotional response to life's losses (status, mobility, finances and death of family and friends).

Jessica Rowe, LCSW-C, has worked with older adults and their families for over 25 years, providing psychotherapy, case management, support groups, and family eldercare consultations. She has presented community and professional workshops on a wide range of topics related to caring for and working with the elderly. Jessica currently provides health care management with PinnacleCare in Baltimore.

Friday, May 8, 2009 8:45 – 4:15 p.m., Shady Grove, \$125, CEUs: 6

► **501 Evidence Based Practices for the Assessment & Treatment of Co-Occurring Disorders** **NEW**

This workshop will provide the participants with assessment tools to properly diagnosis this population. These tools will include the use of the CAGE, MAST, mental status exam and the Quadrant Model proposed by Dr. Ken Minkoff. We will discuss assessment for adults, children and geriatric clients. We will review the critical components of an integrated treatment approach for this population. This treatment model is based on the theory of the “stages of change” proposed by Dr. Carlos DiClemente and Dr. Fred Osher. We will discuss how we use this model in the Division’s mental health clinics. We will also review the importance of proceeding initially with a harm reduction approach as we help the clients become motivated to address their addictions.

This is a good seminar for those with limited experience in the assessment and treatment of this population. It is also a good overview for experienced clinicians who work with this population. This is geared mainly for mental health professionals who have not had much training in addictions.

Participants who attend this workshop will:

1) learn effective tools to use for assessing this population in a mental health setting. These tools will include the MAST, CAGE, CAGE-Aid, and the use of the mental status exam; 2) review the diagnostic criteria of the addictions; 3) learn the 4 Quadrant Model of assessment proposed by Dr. Ken Minkoff; and 4) learn evidence-base treatment practices for this population. These will include how to time interventions using the stages of change treatment model, social skills training, use of self-help groups and how to conduct “integrated treatment.”

Katherine High, LCSWC, is currently employed by the University of Maryland Medical System, Division of Community Psychiatry, as the Coordinator of Dual Diagnosis Services. She has also worked in the University’s Alcohol and Drug Abuse Program as a clinical social worker. She has 20 years of experience as a clinical social worker and is particularly skilled in working with the dual diagnosis population of individuals with mental illness and substance abuse. She oversees the integrated care dual diagnosis program in the division, is a consultant to the treatment teams and has a clinical caseload of dually disor-dered patients. She is also an Associate Clinical Professor, Clinical Instructor, with the University of Maryland Medical System.

Suzanne Cox, LCSWC, has 14 years of experience assessing children, adults and geriatric patients in emergency room settings. She is currently employed as the Team Leader with the University of Maryland Medical System, Division of Community Psychiatry in the Fayette Street Clinic’s Continuous Care Team. This team works intensively on an outpatient basis with seriously mentally ill, many of whom have substance abuse problems. She has lead many groups targeted to those with dual disorders. She also is a consultant and group facilitator for the University’s Alcohol and Drug Abuse Program.

Wednesday, May 13, 2009 8:45 – 4:15 p.m., Baltimore, \$125, CEUs: 6

503 Practical Application of Behavior Change Models

Behavior change theory has long played a role in social work practice. However, in the last 10 years there has been an increased emphasis on explicitly using behavior change theory/models when developing human service programs and as a means of demonstrating that programs are “science based.” While recognizing the need to use theory-based interventions, individual social workers and program administrators have often resisted using behavior change models because they appear to be too complex to be practical or helpful. This workshop will simplify behavior change theory by examining eight different models and identifying the practical, usable elements that are common to all of them. Emphasis will be placed on the appropriate, practical application of these elements to programs, group work and individual interventions.

At the close of this workshop, participants will be able to: 1) explain why people change and why people resist change; 2) identify things people need/want in the process of behavior change education/counseling/interventions; 3) list common themes/elements in behavior change models/theories; and 4) apply behavior change themes/elements to practically and appropriately their field of practice. This workshop will be useful for administrators, program planners and front line practitioners of from all types of settings and of all levels of experience. It will be particularly appropriate for individuals whose work has a strong emphasis on behavior modification/change.

Wayne Pawlowski, ACSW, LICSW, is a consultant and former director of training for Planned Parenthood Federation of America.

Friday, May 15, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

504 Emotional Freedom Techniques (EFT) Advanced Studies Program for Relief of Trauma **NEW**

Emotional Freedom Techniques (EFT) is an “energy” treatment that rapidly reduces and/or resolves trauma with minimal “angst” for most clients. Traumas typically addressed include prolonged experiences (childhood abuse, bullying, and war experiences); ongoing trauma (psychological abuse, bullying at work, domestic violence); specific trauma (rape, kidnapping, attempted murder, accidents, surgery, and illness); and secondary trauma (witnessed through media, friends, and even dreams). This workshop will offer opportunities to explore EFT on a sophisticated level, using creative language and specific methods to release trauma gently in a relatively short period of time. This workshop is appropriate for practitioners who have attended an introductory EFT workshop (of at least three hours, and preferably six hours) or have self-studied the EFT program and understand all of the basic instructions.

Participants will: 1) recognize and learn to address the “ripple effect” of trauma on relationships and individual personality, in addition to the specific trauma the client is hoping to reduce or resolve; 2) define the dimensions of trauma treatment and focus on reducing not only the specific trauma, but also the symptoms and behaviors (such as avoidance, hypervigilance, flashbacks, generalized vulnerability) that seem to take on a life of their own; 3) develop a sense of what successful energy treatment for trauma can be (trauma significantly reduces or resolves, client’s behavior changes, cognitive shifts occur, higher level of functioning is established and maintained); and 4) demonstrated and practice specific energy psychotherapy methods are (“Tearless Trauma Technique,” “Movie Technique,” and “Telling the Story”).

Deborah G. Mitnick, MSW, LCSW-C, is a private practitioner who specializes in treatments aimed at Rapid Emotional Healing. She also provides personal performance coaching and trauma relief services. She is a supervisor of the

Critical Incident Stress Debriefing at Sheppard Pratt Hospital, and is a national consultant to crisis-management companies.

Friday, June 5, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs

505 Using the Cognitive Therapies in the Treatment of Personality Disorders

Several cognitive-oriented therapies have been used successfully to treat personality disorders (PD). This workshop discusses the theory and technique of each, regarding how they are used with different types of personalities. Dialectic behavior therapy is discussed, especially how it has been applied to other PD beyond its seminal work with borderline personality. Schema-focused therapy is presented, such as how it intertwines experiential and cognitive techniques, and how it identifies the different schemas (core belief set) of the different PD. The schemas of different personalities are cited. Schema-focused therapy is then contrasted to cognitive-behavior therapy to show differences in technique. The core irrational beliefs of each personality are given. Finally, a coping skills model is presented as an alternative to cognitive restructuring. Coping skills packages are presented for the different PD.

Kenneth Sharoff, PhD, has been in practice for 30 years, and is in private practice in Towson and Owing Mills, Md. He has presented numerous workshops throughout the country. Ken is the author of Cognitive Coping Therapy, Coping Skills for Managing Chronic and Terminal Ill, and A Coping Skills Manual for Chronic and Terminal Illness.

Wednesday, July 8, 2009 Baltimore, 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

506H Understanding Motivational Interviewing HALF-DAY (AM)

For some time now Motivational Interviewing has been considered an effective approach in assisting clients to make desired changes in their lives. Researchers indicate that Motivational Interviewing has been successful for persons with alcohol and drug problems, hypertension, diabetes, bulimia and some dually diagnosed clients. There is some evidence that Motivational Interviewing could work for persons with mood disorders and anxiety. There is additional evidence that the technique works well when integrated with client centered therapy and active cognitive-behavioral strategies.

This half-day workshop will examine the basic principles and efficacy of Motivational Interviewing and allow participants an opportunity to apply the techniques to a variety of client groups and clinical problems. This highly experiential workshop will assist participants in developing skills for use in brief or longer term therapeutic settings.

Gregory M. Hunter, MCP, MS, LCSW-C and a Certified Addiction Counselor. He is also on the adjunct instructional staff of Alcohol and Drug Abuse Administration Office of Education and Training for Addiction Services for the State of Maryland. Mr. Hunter is the President of G.M. Hunter and Associates Inc., a counseling and training company that provides mental health assessments, individual and group psychotherapy as well staff development to businesses, community groups and churches in the Baltimore Metropolitan area.

Friday, March 6, 2009, Hagerstown, \$85, 9:00a.m.-1:15 p.m., CEUs: 4

507 Understanding Reporting Requirements for Adults Who Disclose They Were Abused or Neglected as Children

Quite often in a therapeutic relationship, an adult discloses incidents from childhood that may fit the description of child maltreatment. At these times the clinician needs to decide whether a suspected child maltreatment report must be made. This workshop will explore current legal and ethical considerations in these situations. Participants will learn how to meet this licensing obligation while maintaining a therapeutic relationship with their client.

Gisele Ferretto, LCSW-C, is a clinical instructor and faculty field liaison at the University of Maryland School of Social Work Title IV-E, Education for Public Child Welfare Program. In 1994, she wrote the state policy related to the reporting and CPS investigation of suspected maltreatment concerning an individual who discloses he or she was maltreated as a child.

Friday, May 8, 2009 8:45 -4:15 p.m., Baltimore, \$125, CEUs: 6

508SG Seasonal Affective Disorder (SAD) **NEW**

Seasonal Affective Disorder (SAD) is a disorder that has been discovered and accepted in the last 20 years. It is a form of depression that generally occurs in the fall and winter months and tends to be more common in more northern latitudes. SAD can exist on its own or it can augment an already existing mood disorder such as unipolar depression, bipolar disorder or post partum depression. The best treatment for SAD is light therapy, but often, other treatments will be used in addition. These can include medication, psychotherapy, exercise and some forms of complementary/alternative medicine.

Workshop participants will: 1) become educated about the epidemiological aspects of SAD; 2) understand our current hypotheses of the causes of SAD; 3) learn how to diagnose SAD and related affective disorders such as Bipolar Disorder with a seasonal component; 4) learn about the use of light therapy as a treatment; and 5) understand when the use of light therapy will need to be augmented with additional treatment. Workshop participants will receive multiple resources, including a bibliography, articles, a list of websites, and information on where to purchase light boxes.

Janet Moos, LCSW-C has been in private practice for over 12 years and has been a clinical social worker for nearly 20 years. She has worked in community mental health, inpatient psychiatry, residential and outpatient substance abuse treatment, and the emergency room; Janet has also taught at University of Michigan and Towson State University. Her primary clinical interests are mood disorders, couples and relationship issues, and group dynamics. She has an MSW from the University of Michigan at Ann Arbor and a BA from Harvard/Radcliffe College.

Friday, March 27, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

509SG Shame and Trauma

Shame is a complex and controversial concept in that it is an internal experience of deep emotional pain and self-loathing and is difficult to express and evaluate. It has been associated with a range of mental health and substance use problems. Individuals and communities that experience traumatic events often internalize shame and their long-term functioning is profoundly impacted by it. This workshop will familiarize both new and experienced staff with the nature of shame and its association with trauma. Participants will become aware of the need to be sensitive to shame when working with trauma and will learn intervention strategies for adults that may be useful in addressing shame.

Participants will learn: 1) various conceptual definitions of shame; 2) an understanding of the links between trauma and shame; 3) methods for assessing shame; 4) to consider shame when applying interventions for adults with trauma; and 5) interventions to address shame.

Shelly A. Wiechelt, PhD, LCSW-C, CCDC, Assistant Professor, School of Social Work, University of Maryland, Baltimore County; previously Assistant Professor, University at Buffalo School of Social Work.

Friday, May 22, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

510SG A Cup of CHAI– Wellness Group Model for Women of Color **NEW**

The target audience for this workshop is for clinicians who work with women of color. The workshop will share a model to address Women's Wellness in an empowerment group from the South Asian community. The workshop is designed to have an open forum to discuss the components of the group replicable with other communities of color and to address how to make the group more culturally proficient to other communities of color.

Participants of this workshop will: 1) increase knowledge about working with women from the South Asian community; 2) increase skills in facilitating an empowerment group; 3) identify how the wellness group differs from a psychotherapy group and the challenges and opportunities therein; and 4) identify ways to replicate the model with other communities of color.

This workshop is recommended for clinicians with five or more years of experience.

Razia F. Kosi, LCSW-C, is the founder of the nonprofit organization, Counselors Helping (South) Asians/ Indians, Inc. (CHAI) which addresses mental health and wellness issues in the South Asian community. Ms. Kosi created a model for Women's Wellness groups that focuses on empowerment and wellness. In addition, she conducts cultural proficiency workshops with mental health professionals in the community and educators in the Howard County Public Schools.

Shoba Nayar, LCSW-C, is the co-facilitator for the Women's Wellness Groups and is an experienced therapist who has worked with both individuals and groups. She has worked with women from various ethnic backgrounds and is experienced in cultural competency work with women of color. She has presented on working with South Asians.

Friday, June 26, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

511SG Understanding and Working with Dreams in a Clinical Setting

This is an experiential workshop that will teach several techniques of working with dreams through demonstrations, role plays and participant exercises. The workshop will focus on teaching participants to understand the meaning of their own dreams, as well as teaching techniques to help clients work with their dreams. Techniques will include experiential Gestalt exercises, dynamic interpretation, and writing. Participants will learn: 1) theoretical frameworks for clinical uses of dreams; 2) about dream research; and 3) experiential techniques to work with dreams, including Gestalt, dynamic and writing techniques.

The workshop will be relevant for all audiences, participants are strongly encouraged to bring a dream they would like to work on.

Dr. Shoshana Ringel is on the faculty of WMB and has a private practice in Baltimore. She has published widely, and has taught several workshops for continuing education. She is trained in Gestalt therapy and Psychodynamic Psychotherapy.

Pamela De Pesa, LCSW-C, is an experienced clinician and a writer with a private practice in Baltimore.

Friday, June 12, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

Office of Continuing Professional Education

Certificate Program in Financial Social Work / Spring 2009

A 40-hour program offered in April 2009

Many of today's social problems stem from the financial problems that cause worry, shame and guilt in people's lives – whether their own or someone else's they know and care about. People from every race, religion, culture and socio-economic background need help grappling with huge credit card debt, small (or no) savings and few (or no) assets.

OVERVIEW

Financial problems, debt or no/low assets are the:

- # 1 cause of divorce
- # 1 stressor in people's lives
- # 1 reason employees are contacting their EAP department
- A primary cause of violence and abuse
- A driving force for crime
- A major cause of depression, anxiety, sleep, mood & panic disorders, plus numerous other DSM-IV diagnoses

Millions of people in this country and around the world have nowhere to go for help and support to learn how to create long-term financial behavioral change which results in increased emotional stability due to improved financial circumstances. This program is designed to provide social workers and other mental health professionals with the knowledge, skills and techniques to help clients to learn how to manage their money and their lives more successfully; change their behavior and their relationship with their money; become more motivated, educated, inspired and empowered personally and financially.

METHODOLOGY

Information will be exchanged using a variety of methods including face to face seminars, webinars, and home study. In addition to role play and case studies, this certificate program will include interactive, introspective and experiential work and incorporate numerous personal activities and projects. Participants will be oriented to a webinar which allows them to take part utilizing a personal/work computer. (If desired, participants will also have the option of coming to the school for webinars.)

PROGRAM FORMAT

A "class" of 20 is accepted into the CERTIFICATE PROGRAM which begins in the spring and is completed the following fall. The cohort meets face

to face for Seminar I, Seminar II, and Seminar III. Workbooks and articles will be distributed to facilitate individual integration and group discussion of course content. Enrollment involves commitment to the entire program on all training dates.

The program comprises 40 contact hours/continuing education units (CEUs). Certificate program mid-point seminar includes content regarding ethics and boundary issues with clients and will fulfill the requirement for three (3) credit hours in ethics at the Category I level, set by the Maryland Board of Social Work Examiners.

Participants are expected to complete the certificate Program in the fall 2009.

OBJECTIVES

Participants will learn: 1) to recognize economic influences on clients and the social work profession, 2) the basics of the Financial Social Work model; what it is, how it works and why it makes a difference in all economic times; 3) to recognize how their own financial beliefs and attitudes impact their current financial circumstances; 4) how Femonomics (the gender of money) perpetuates the feminization of poverty; 5) the social, emotional and financial ramifications of having debt or of not having assets; 6) the basics of credit and debt; 7) new skills, tools and techniques for managing money; 8) why budgets don't work, what does work and why; an ability to discern transference and counter-transference reactions in working with clients on clinician efficacy, 9) an understanding of the legal and ethical issues inherent in working with clients around finances, 10) how to recognize differences in perception and the experience of clients with financial issues among varied cultural groups and the resulting differences in intervention modalities, 11) how to receive information on existing resources on a range of financial topics; and 12) how to engage clients into the process of creating a realistic and effective plan for taking greater responsibility for themselves, their families, their lives and their emotional and financial futures.

PROGRAM COMPONENTS

Financial Social Work Certificate Program

CEUs: 20 Category I
20 Category II

Seminars held from 9:15 a.m. – 3:00 p.m.

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|--|--|
| Saturday, March 28, 2009 | Introduction Seminar (5 hours) |
| April 2009 | Homestudy/Audio Visual Exercise/Journal Club |
| Friday, May 22, 2009 | Webinar |
| Friday, June 26, 2009 | Mid-Point Seminar (5 hours) |
| Friday, July 17, 2009 | Webinar |
| August 2009 | Homestudy/Audio Visual Exercise/Journal Club |
| Friday, September 25, 2009 | Webinar |
| Friday & Saturday, October 16-17, 2009 | Final Seminar (10 hours) |

CERTIFICATE PROGRAM FACULTY

Reeta Wolfsohn, CMSW, is a nationally known motivational speaker and expert; she is the founder of the Financial Social Work discipline, Femonomics (the gender of money), and the “Money-Wise University.” Ms. Wolfsohn is a therapist, author and speaker on money from a psycho-social perspective, who keynotes and trains across the United States.

Robin McKinney, MSW is Director of the Maryland Cash Campaign, a state-wide network of free tax preparation providers and asset building programs. At East Harbor CDC she created and managed the Money WISE Cafe, a one-stop shop for asset development. In addition, she directed a high-volume free tax preparation site, and managed direct-service staff.

***To enhance the program, additional experts may be engaged to present on particular skill or topic areas.*

CERTIFICATE PRE-REQUISITES

- MSW or equivalent
- Minimum of three years post-graduate experience

A copy of your resume’ and a personal statement must accompany your registration. In your personal statement, please describe your current position and briefly indicate how you believe the certificate program will strengthen your work with clients.

TUTION AND CEUs

Tuition: \$999

CEUs: 20 Category I
20 Category II

Registrations are accepted on a first-come, first-served basis in accordance with the pre-requisites outlined above. We are committed to cost not being

a barrier to participation and payment plans are available. A payment schedule will be provided upon acceptance to the program. **For best consideration, apply by March 1, 2009.**

If you have any questions please call at 410-706-5040 or email Ralston@ssw.umaryland.edu (please include FSWK in the subject line).

Tuition includes all materials, lunch, and CEUs. A tuition deposit of 50% of the registration cost is required for pre-registration and to reserve a seat in each certificate program. **The balance of the tuition is due on March 1, 2009.**

LIFETIME LEARNING TAX CREDIT

An educational tax credit for tuition and fees paid for undergraduate, graduate and continuing education courses, is available for qualified individuals. Please refer to IRS Publication 970 “Tax Benefits for Education” available on the web at www.irs.gov/formspubs/index.html for more information.

Cancellation Policy: To be eligible for a full refund, participants must cancel at least 2 weeks before the certificate program begins. If cancellation is made after the 2-week deadline and before the program begins, a \$50 administrative fee will be deducted. Cancellations made after the program begins will result in loss of tuition.

The Office of Continuing Professional Education at the University of Maryland School of Social Work is authorized by the Maryland Board of Social Work Examiners to sponsor Category I continuing education programs and also by the Maryland Board of Examiners of Psychologists and the Maryland Board of Professional Counselors and Therapists. The Office of Continuing Professional Education maintains responsibility for its program content.

► **700 Strategies for Ethical Decision-Making When Working with Children with Children and Families** **NEW**

Ethical decision making is a complex issue, often requiring the social work practitioner to have an understanding of state statutes, best practice, an ability to balance conflicting interests and a process to apply for reaching decisions that are ethical, effective and serve the client's interest. This full-day workshop will explore the above-mentioned components of ethical decision-making. It specifically focuses on the development of strategies for dealing with ethical decisions that social workers face in their practice with children and families.

Gisele Ferretto, LCSW-C, is a clinical instructor and faculty field liaison at the University of Maryland School of Social Work Title IV-E, Education for Public Child Welfare Program. In 1994, she wrote the state policy related to the reporting and CPS investigation of suspected maltreatment concerning an individual who discloses he or she was maltreated as a child.

Saturday, April 25, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

701 Federal and State Legislative and Judicial Decision-Making, Professional Ethics, and the Issue of “Death with Dignity” in the United States **HALF-DAY**

This workshop will discuss the ethics of end-of-life decision-making in a variety of situations including a discussion of advanced-directives and professional assistance in end-of-life situations. Attention will be given to key federal and state judicial decisions, significant literature, and NASW and Maryland ethical guidelines. It will especially discuss issues regarding autonomy, beneficence and social justice.

Participants will learn to: 1) increase knowledge and develop skills regarding decision-making with respect to autonomy of the client from an individual, group, and societal perspective; 2) understand state and U.S. judicial decisions regarding individual rights with respect to “death with dignity” within the Constitutional context; 3) explore some of the dilemmas surrounding the “informed consent” and advanced directives; and 4) to explore the meaning of the “double effect” principles within an ethical and policy context.

Howard Palley, PhD has written a major article examining federal court decisions regarding death with dignity. Dr. Palley former Chair, Health Specialization, School of Social Work, University of Maryland and is both adjunct Professor of Social Policy and current Distinguished Fellow, Institute for Human Services Policy, University of Maryland, Baltimore.

Friday, June 12, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$65, CEUs: 3

702 Impaired Professionals: Ethical Issues Related to Dealing with Social Work Impairment **NEW**

Impairment of professionals often is the leading cause for ethical violations and Board complaints. Impaired professionals are often first identified through unethical conduct. This seminar will address the characteristics, examples and sources of impairment, as well as traditional past responses from colleagues when dealing with impairment. We will review the Board of Social Work Examiners and National Association for Social Workers guidelines for dealing with an impaired colleague. We will address interventions and treatment options for professionals to return to successful practice after a period of impairment.

Attendees will: 1) be able to identify specific ways to detect professional impairment (in themselves or a colleague); 2) become familiar with the ethical codes as they pertain to impairment; 3) become familiar with treatment options for impaired professionals; and 4) learn guidelines for self assessment for impairment.

Katherine High, LCSWC, is currently employed by the University of Maryland Medical System, Division of Community Psychiatry, as the Coordinator of Dual Diagnosis Services. She has also worked in the University's Alcohol and Drug Abuse Program as a clinical social worker. She has 20 years of experience as a clinical social worker and is particularly skilled in working with the dual diagnosis population of individuals with mental illness and substance abuse. She oversees the integrated care dual diagnosis program in the division, is a consultant to the treatment teams and has a clinical caseload of dually disordered patients. She is also an Associate Clinical Professor, Clinical Instructor, with the University of Maryland Medical System.

Suzanne Cox, LCSWC, has 14 years of experience assessing children, adults and geriatric patients in emergency room settings. She is currently employed as the Team Leader with the University of Maryland Medical System, Division of Community Psychiatry in the Fayette Street Clinic's Continuous Care Team. This team works intensively on an outpatient basis with seriously mentally ill, many of whom have substance abuse problems. She has lead many groups targeted to those with dual disorders. She also is a consultant and group facilitator for the University's Alcohol and Drug Abuse Program.

Wednesday, March 25, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

703 Ethics for Agency Based Social Workers: Basics on Boundaries

HALF-DAY EVENING

Ethical obligations challenging social workers in today's post-modern environment are complex and fraught with the potential for ethical transgressions. This workshop will focus on assisting agency-based practitioners to identify and prepare for potential conflicts. It will also explore possible responses using a structured problem-solving approach for decision-making. Primary attention will be paid to the complex issues that are boundary related and stemming from dual and multiple relationships. Upon successful completion of this workshop, the participant should: 1) be aware of the evolution of applied ethics in social work practice, 2) understand the concept of boundary issues related to dual or multiple relationships, and the associated risks in agency-based social work practice; and 3) be able to identify strategies for sound decision making to enhance one's ability to avoid boundary transgressions.

Lucy J. Bassin, LCSW-C, graduated from the University of Maryland School of Social Work as a Leontyne Young Scholar in Child Welfare and earned a Certificate in Thanatology from Hood College. Prior to her current position as a supervisor with BCDSS Child Protective Services Screening Unit, she was a Clinical Instructor in UMB-SSW Training Department.

Thursday, April 16, 2009 4:00 p.m. – 8:15 p.m., Baltimore, \$65, CEUs: 3

704H Ethics for Agency Based Social Workers: Advanced Boundaries

HALF-DAY (AM)

Ethical dilemma's resulting in ethical transgressions are subtle and endemic in the daily context of clinical social work practice in both public and private agencies. This workshop will provide practitioners who have a basic foundation of knowledge in boundaries and dual relationships with an opportunity to apply ethical decision-making processes using a recognized model for problem-solving. Upon successful completion of this workshop, the participant should: 1) be able to analyze a realistic moderately difficult practice dilemma including identification of key ethical issues confronting the practitioner; 2) consider potential impact of each option on social worker, client, agency and others influenced in the resolution of the ethical dilemma; and 3) develop and support an ethical decision-making action for resolving the identified practice dilemma.

Lucy J. Bassin, LCSW-C, graduated from the University of Maryland School of Social Work as a Leontyne Young Scholar in Child Welfare and earned a Certificate in Thanatology from Hood College. Prior to her current position as a supervisor with BCDSS Child Protective Services Screening Unit, she was a Clinical Instructor in UMB-SSW Training Department.

Friday, June 19, 2009 9:00 am. –12:15 p.m., Hagerstown, \$65, CEUs: 3

705 Clinical and Ethical Issues in Social Work Self-Disclosure

There has recently been increased focus in the literature on a variety of issues related to self-disclosure, making it clear that this is a unique event in delivering service/treatment, but one that is not often consciously informed and applied. This workshop will present and explore clinical and ethical issues related to client self-disclosure and its impact on service outcomes. The workshop will address research findings related to the nature and impact of worker/therapist self-disclosure on treatment outcomes. Cross-cultural implications of the meaning and uses of self-disclosure will be reviewed, as well as clinical and ethical issues related to self-disclosure in the supervisor-supervisee relationship.

Upon successful completion of this workshop the participant will: 1) identify various theoretical approaches to the value of client self-disclosure; 2) know research implications regarding the value of client/patient self-disclosure in treatment and the impact of worker/therapist self-disclosure on the service/treatment situation; 3) understand clinical and ethical implications of self-disclosure, including common pitfalls related to use of self-disclosure; 4) know how self-disclosure can best support the supervisor/ supervisee relationship; and 5) know the guidelines for practice in the clinically and ethically viable use of self-disclosure.

Ronald E. Zuskin, LCSW-C is a private practitioner and consultant. He is former director of training at UM School of Social Work and author of book chapters, articles and dozens of curricula prepared for local, regional, and national organizations. Mr. Zuskin has presented on a variety of clinical and administrative topics for the past two decades, regionally and nationally.

Tuesday, April 14, 2009, 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

706DC Ethical Considerations When Addressing Client Sexual Issues

HALF-DAY (AM)

Social workers routinely face ethical questions and decisions in day-to-day practice. However, ethical issues and questions are almost always front and center when working with clients' sexual issues. Risky sexual behaviors, life cycle stages, HIV, pregnancy and parental involvement are all issues that can lead to complicated ethical questions and/or decision-making. This workshop will explore some of the ethical issues and questions faced by clinicians and suggest ethical decision-making processes for addressing those issues and questions.

Participants will: 1) identify ethical dilemmas that social workers face when working with client sexual issues in different phases of the life cycle; 2) list and explore ethical issues that can present themselves when working with clients with HIV and/or high risk sexual behavior; 3) identify their personal level of comfort with a variety of sexual issues; and 4) identify and apply ethical decision-making processes to their work with client sexual issues.

Wayne Pawlowski, ACSW, LICSW, is a consultant and former director of training for Planned Parenthood Federation of America.

Saturday, July 18, 2009 8:45a.m. – 12:15 p.m., District of Columbia, \$65, CEUs: 3

707DC Ethical Considerations When Working with GLBTQI Clients

HALF-DAY (PM)

Working with GLBTQI clients can often present social workers with ethical dilemmas; often even before a social worker ever sees or meets a client. GLBTQI clients frequently want to know the sexual orientation/identity of a social worker and/or the social worker's feelings about a variety of sexual issues before they will make an appointment. Self-disclosure, sharing reactions to political events, and dealing with stereotypes are issues that frequently are presented when working with GLBTQI clients. This workshop will identify and explore possible options for resolving some of these complex issues.

Participants will: 1) identify ethical considerations when a client requests "reparative therapy"; 2) list and explore ethical considerations involved when clients ask about a social worker's sexual orientation/identity; 3) develop possible options for resolving complex ethical dilemmas in social work practice; 4) consider and weigh the potential impact of each option on the client, social worker, and others in the resolution of ethical dilemmas in social work practice; and 5) select and support a course of action for resolving a complex ethical dilemma in social work practice.

Wayne Pawlowski, ACSW, LICSW, is a consultant and former director of training for Planned Parenthood Federation of America.

Friday, July 18, 2009 12:30 p.m. – 4:15 p.m., District of Columbia, \$65, CEUs: 3

708DC Ethics and Multiculturalism in Social Work

As mandated in the NASW Code of Ethics, social work professionals are to help achieve a multicultural egalitarian society. This workshop is designed to provide participants with an understanding of multiculturalism and its implications for social work theory and practice. Participants will: 1) recognize the applicability of the Code of Ethics and ethical decision-making to multicultural social work; 2) explore multiculturalism as an ethical principle (versus a knowledge base and skill set); 3) discuss ethical dilemmas in multicultural practice settings; and 4) understand guiding values for multicultural social work.

Melissa Littlefield, MSW, PhD is an associate professor at Morgan State University and has published on psychosocial aspects of African-American women's health and mental health. She has taught Multicultural Perspectives in Social Work at the University of Maryland, has presented at national and regional conferences.

Saturday, June 27, 2009 8:45 a.m. – 4:15 p.m., Washington DC, \$125, CEUs: 6

709DC Issues & Ethics for the Helping Professional HALF DAY

The clinician is constantly being faced with ethical and professional issues that relate to their practice. These issues often require that the helper re-examine how their life experiences and values affect the therapeutic process. Practitioners are continually being challenged by questions regarding confidentiality, cultural sensitivity, competence, boundaries and multiple relationships, client/counselor rights and confidentiality. These ethical and/or legal issues are tremendously important if you provide individual, group or family counseling; whether you are supervisor, consultant or a counselor doing community work.

This half-day workshop will assist participants in developing the critical skills necessary for ethical decision-making and for understanding various levels of ethical practice. Use of real-life case studies and role playing will provide the participants with opportunities to practice effective strategies to bring about the most positive outcomes for the therapist and the client.

Gregory M. Hunter, MCP, MS, LCSW-C and a Certified Addiction Counselor. Mr. Hunter is the President of G.M. Hunter and Associates Inc., a counseling

and training company that provides mental health assessments, individual and group psychotherapy as well as staff development to businesses, community groups and churches in the Baltimore Metropolitan area.

Wednesday, July 1, 2009 12:30 p.m. – 4:15 p.m. (PM), District of Columbia, \$65, CEUs: 3

710DC Making Clear, Tough Choices: Ethics in Addictions Practice HALF DAY EVENING

The field of addictions work is fraught with sand traps, whether they be the dilemma of duty-to-warn an adult partner who may be at-risk, or the need for parents of adolescents to be notified that their child is in imminent danger because of the particulars of their drug use. Addictions often involve the legal system and clients well-versed in their rights putting the worker under additional scrutiny within the therapeutic relationship. This compounds an already murky field in which the selection of a particular diagnosis code could come back to haunt one's job search, or where a third-party managed-care contract may only cover certain disorders. Therapists working in the fields of mental health and/or addictions should come ready to discuss: existing dilemmas within the reach of confidentiality, how to protect counselor/client boundaries, and what are the baseline criteria to communicate from the start. They will also discuss finding effective strategies to navigate challenges that arise, resulting in the best outcome for therapist and client.

Gregory M. Hunter, MCP, MS, LCSW-C and a Certified Addiction Counselor. Mr. Hunter is the President of G.M. Hunter and Associates Inc., a counseling and training company that provides mental health assessments, individual and group psychotherapy as well as staff development to businesses, community groups and churches in the Baltimore Metropolitan area.

Wednesday, July 1, 2009 4:30 p.m. – 8:15 p.m. (PM), District of Columbia, \$65, CEUs: 3

711DC Ethical Issues in the Culture of Psychotherapy

The choices that we consider ethical in the treatment of clients with mental health issues are to some extent reflections of the current culture in the mental health field. This workshop explores the assumptions that inform these choices from an ethical perspective. Using several historical figures for which there is significant biographical material describing symptoms of mental illness or distress, participants will discuss how these "patients" were handled at the time and how we might handle them today. Workshop participants will use "cases" to explore the current culture and raise questions about the benefits and liabilities in today's practice. As a result of this workshop, participants will: 1) discuss the current culture in the practice of psychotherapy; 2) understand the stories of several historical figures from a mental health perspective; and 3) explore what kinds of interventions are helpful to clients.

Frances K. Forstenzer, LCSW-C, BCD, is in private practice and an adjunct faculty member at the University of Maryland School of Social Work.

Friday, April 3, 2009 8:45 a.m. – 4:15 p.m., District of Columbia, \$125, CEUs: 6

712SG Addressing Access to Healthcare from a Clinical Perspective

SATURDAY

An ethical issue at this time in history is when our patients (clients) who have health insurance are having increasing difficulty accessing that insurance for mental health services and for other medical services as well. The insurance companies have created a wall of actual or perceived resistance to paying for "covered" services. Patients who are depressed, chronically defeated, vulnerable and/or victimized repeatedly are very unlikely to have the knowledge, initiative, determination and drive to fight for these benefits. Clients with a stronger ego and more hopeful expectations can also be eventually defeated by the stubborn refusal of many insurance companies to respond as their coverage literature implies. This workshop is designed to teach clinicians about insurance from a variety of perspectives so that they in turn can assist their clients to get the help that is rightfully theirs. In addition, this workshop will address the clinical issues referenced above that make it difficult or impossible for clients to pursue the use of their benefits and suggest ways to empower such clients.

Participants will learn: 1) to label and discuss the ethical issues involved with insurance; 2) about insurance and how to get through the wall of resistance; 3) to discuss the clinical issues that lead to clients inability to work through the insurance system; and 4) to discuss how to work with clients regarding this issue.

Frances K. Forstenzer, LCSW-C, BCD, is in private practice and an adjunct faculty member at the University of Maryland School of Social Work.

Saturday, July 11, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

713SG & 713DC Transference and Counter Transference for Working with Children in Grief and Loss

As survivors of loss, all of us have experienced grief, if not with death, then in changes and endings. And, while personal experiences of loss are crucial in shaping attitudes and behaviors, social conditioning shapes ideas and assumptions that create meaning in loss. Current social work practice must be sensitive to grief and loss issues experienced by the children we serve. For practitioners at all levels, the focus of this workshop will explore the clinical and practical needs of children and adolescents grieving loss and the role transference and countertransference serves to promote or obstruct the therapeutic process.

Upon successful completion of this workshop, the participant should: 1) describe how childhood and adolescent experiences of loss impact the developmental perspective across the life span; 2) understand age appropriate manifestations of grief responses; 3) examine diverse experiences of personal and interpersonal grief as it relates to meaning making following loss; 4) identify transference and countertransference encountered in clinical work with grieving children and adolescents; and 5) develop strategies to assist in balancing grief related responses with responsible therapeutic intervention.

Lucy J. Bassin, LCSW-C, graduated from the University of Maryland School of Social Work as a Leontyne Young Scholar in Child Welfare and earned a Certificate in Thanatology from Hood College. Prior to her current position as a supervisor with BCDSS Child Protective Services Screening Unit, she was a Clinical Instructor in UMB-SSW Training Department.

Saturday, May 9, 2009 8:45 a.m. – 4:15 p.m., Shady Grove, \$125, CEUs: 6

Friday, February 27, 2009* 8:45 a.m. – 4:15 p.m., District of Columbia, \$125, CEUs: 6

** In case of inclement weather date is Friday, June 12, 2009*

714SG Ethical Considerations in School Settings **HALF-DAY SATURDAY**

This workshop will examine current ethical issues facing school social workers, guidance counselors, and teachers. Topics to be included are alcohol and substance abuse, eating disorders, mental health issues, confidentiality, risk and resiliency, and strategies for dealing with parents and administrators. The workshop will also explore how helping professionals in schools can help families access help for their children while maintaining ethical boundaries. Specific case examples will be discussed, including rights of non-custodial parents, and of students who are 18 years old but still under their parents care.

Tambra Chisolm, LCSW-C, has over 20 years experience working with children and families in various settings. She is currently a school social worker for Baltimore County Public School System.

Saturday, June 27, 2009 8:45 a.m. – 12:15 p.m., Baltimore, \$65, CEUs: 3

715SG (AM) & 715SG (PM) Ethical Decision-Making in Health Care **HALF-DAY**

The journey toward self-awareness of personal and professional values and how these values intersect in the context of a rapidly changing health care environment is an important one. This workshop focuses on ethical dilemmas that may arise in health care and places particular emphasis on the influence of technology, interdisciplinary teamwork, changing demographics, and culture on value conflicts. A framework for ethical decision-making will be introduced and applied to at least four case examples drawn from different populations and fields of practice in health care.

Participants will: 1) become familiar with bioethics concepts common to all of the health professions; 2) understand the set of values, principles, and standards for ethical practice delineated by the Social Work Code of Ethics; 3) have an enhanced self-awareness about personal values in beginning and end of life care; 4) be able to apply a model for ethical decision-making to resolve value conflicts; 5) appreciate barriers to acting ethically; and 6) learn about resources to obtain further information on bioethics.

Melissa H. Bellin, PhD, MSW, LCSW, is assistant professor at the University of Maryland-Baltimore (UMB) School of Social Work. Her clinical and research background focuses on child and family adaptation to chronic illness and disability. Dr. Bellin presently teaches advanced health care practice in the graduate program at UMB.

Friday, July 10, 2009 8:30 a.m. – 12:15 p.m., Shady Grove, \$65, CEUs: 3

Friday, July 10, 2009 1:15 p.m. - 4:15 p.m., Shady Grove, \$65, CEUs: 3

716 Ethical Aspects of Transference and Countertransference in Psychotherapy

Regardless of theoretical perspective, most therapists agree that in dynamic ongoing psychotherapeutic relationships, understanding and working with many aspects of transference and its counterpart, countertransference, moves the therapy forward, and is a necessary and inevitable part of the process of therapy. Such intense and significant attachments have the potential to raise many ethical questions regarding boundaries, behaviors, money and billing, and self disclosure, to name a few. This workshop is appropriate for those who have at least three to five years of clinical experience.

Participants will be able to: 1) identify and label transference and countertransference as it appears in the therapeutic process; 2) understand the manifestations of attachment, trust, defense, and resistance (and other responses); 3) develop a sense of confidence in the use of transference and countertrans-

ference interventions to facilitate change; 4) develop and label ethical issues related to transference and countertransference; and 5) develop competence in managing such ethical issues.

Frances Forstenzer, LCSW-C, BCD, is in private practice, has over 30 years of clinical experience and is an adjunct faculty member at the University of Maryland School of Social Work.

Friday, June 19, 2009 8:45 a.m. – 4:15 p.m., Baltimore, \$125, CEUs: 6

► **900 & 900H Effective Supervision in a Child Welfare Setting NEW**
TWO-DAY WORKSHOP

To be a leader of others is an honor and a privilege that should not be taken for granted. You have been given the charge of clinical leadership in a child welfare agency. The agency is intrusting its most prize employees to you to cultivate, lead, motivate and develop.

Supervising in a child welfare setting poses unique challenges to the clinical social worker. Among them are working within interdisciplinary teams to achieve goals, being accountable to not only your social work licensing body, but to local Departments of Social Service and Department of Human Resources and peer review agencies as well as accreditation organizations. Coupled with these challenges is to keep the lines of communication open with your employees and remain clinical in the process of balancing your administrative responsibilities. This is a huge task!

This introductory workshop is designed to assist new managers to establish a foundation for success.

Colette Walker-Thomas, LCSW-C is the President and CEO of Walker & Thomas Clinical Associates, P.A.. She has an extensive background in clinical treatment and planning for children and families. Mrs. Walker-Thomas has over 20 years of experience providing both direct services and senior management services to organizations through out the Baltimore Metropolitan area.

NOTE: This workshop meets 12 hours of the BSWE supervision training requirement.

Tuesday, March 24-25, 2009 8:45 a.m. – 4:15 p.m. Baltimore, \$250, CEUs: 12

Thurs & Fri April 23 – 24, 2009 9:00 a.m. – 4:15 p.m. Hagerstown, \$250, CEUs: 12

901 Challenges within the Supervisory-Supervisee Relationship TWO-DAY WORKSHOP

This workshop will identify issues that arise in various supervisory roles and discuss an internal system that enables the supervisor to recognize and categorize the many parameters of these issues. We will also explore ways to manage boundaries in supervisory relationships effectively with the understanding that these relationships will involve transference and counter-transference feelings and reactions that will influence the performance of the supervisory task. Since supervision takes place in a myriad of settings, we will also look at how the boundaries and dynamics of supervision differ from one setting to another.

Participants will learn to: 1) identify the issues that arise in different supervisory roles; 2) identify the method of organizing thinking around the many aspects of supervision; 3) recognize ways to understand and manage boundaries; and 4) identify the dynamics in supervisory roles and how different settings influence supervisory boundaries.

Frances K. Forstenzer, LCSW-C, BCD, is in private practice and an adjunct faculty member at the University of Maryland School of Social Work.

NOTE: This workshop meets 12 hours of the BSWE supervision training requirement.

Thursday & Friday, May 7-8, 2009 8:45 a.m. – 4:15 p.m. Baltimore, \$250, CEUs: 12

902SG Effective Supervision in Agency Settings TWO-DAY WORKSHOP

The supervisory role is the single most important role in any agency setting. It is the key element in assuring quality service delivery, high levels of staff performance, and fulfillment of essential mandates. This two-day workshop offers conceptual and skill development for newly-minted and veteran supervisors, which participants can begin to apply immediately upon returning to work. These include understanding the primary purpose of the supervisor, Four Dimensional Supervision, evaluating performance of staff at all levels, developing clinical skills and judgment among service staff, ethical and liability responsibilities of supervisors, and more.

Upon successful completion of this workshop the participant will: 1) identify the primary purpose of the supervisor in an agency setting and discuss how this specifically applies to the participant; 2) describe the elements of Four Dimensional Supervision, including the five role functions of supervising those working under the supervisor; 3) understand strategies applicable in all agencies to assist the supervisor in planful and liability-free performance evaluation; 4) know three stages of development of clinical skills in agency practitioners and the supervisor's role in promoting clinical development; 5) understand the supervisor's vicarious liability and how to reduce these through legally and ethically proactive practice; 6) know techniques for supervising a unit as a whole, including conducting effective unit meetings and case reviews; and 7) understand practical approaches for working effectively with one's peers in other organizational units, and with those above the supervisor in the agency hierarchy.

Ronald E. Zuskin, LCSW-C, is a private practitioner and consultant. He is former director of training at the University of Maryland School of Social Work and the author of book chapters, articles, and dozens of curricula prepared for local, regional, and national organizations. He has presented on a variety of clinical and administrative topics for the past two decades regionally and nationally.

NOTE: This workshop meets 12 hours of the BSWE supervision training requirement.

Monday and Tuesday, May 11-12, 2009 8:45 am-4:15 p.m. Shady Grove, \$250, CEUs: 12

903 Building Effective Systems for Private Practice Setting

This two-day workshop is designed to provide clinicians with practical information on how to start and operate a private practice in social work. Various strategies will be discussed including designing a practice, referrals and appropriate populations to target. Participants who attend this workshop will: understand how to form, market, and insure a practice, payment options including managed care and private pay. Participants will also discuss and analyze ethical practice issues that arise for practitioners including: informed consent, boundary violations, and ethical pitfalls.

Larry Fishel, PhD, LCSW-C is the president of Associated Health Specialist and Alternatives to Dependency. He serves as the employee assistance professional for the Harford County government and a mental health consultant and grief specialist for the Allied Pilots Association.

Thursday & Friday, April 16 – 17, 2009 8:45 a.m. – 4:15 p.m., Baltimore \$250, CEUs: 12

► Social Work License Examination Preparation Course TWO-DAY WORKSHOP

A two-day intensive, comprehensive review program that prepares MSW graduates to pass the LGSW, LCSW, and LCSW-C state licensing exams. The program incorporates a review of test-taking strategies using sample multiple-choice questions that are similar to those found on the licensing exam. In clinical content areas, the program provides a review of human behavior, psycho-pathology, special populations, the elderly, children and families, addictions, DSM-IV-TR, and clinical practice with individuals and groups, including ethics and laws. Participants receive two current volumes of the Social Work Examination Services comprehensive study guide with 1,600 sample questions, and four practice examinations that cover nine content areas.

Comments from Previous Prep Course Attendees: *"Awesome!!! Encouraging! Empowering! Effective!" "Great, strong with a lot of knowledge." "This course has made me more comfortable and confident. Beginning to change my mindset." "This was the best use of my money."*

Maxwell C. Manning, PhD, is on the faculty of Social Work Examination Services, Inc. As a consultant, he has extensive clinical and organizational experience in government, nonprofit organizations, and businesses.

1001A Friday, & Saturday, March 27-28, 2009 8:45 a.m. – 4:15 p.m. Baltimore, \$325, CEUs:12

1001DC Friday & Saturday, April 24-25, 2009 8:45 a.m. – 4:15 p.m. District of Columbia, \$325, CEUs:12

1001B Friday, & Saturday, June 12-13, 2009 8:45 a.m. – 4:15 p.m. Baltimore, \$325, CEUs:12

PRE-REGISTRATION, VIA THE ADJACENT REGISTRATION FORM, IS REQUIRED FOR ALL WORKSHOPS. A SEPARATE REGISTRATION FORM IS REQUIRED FOR EACH REGISTRANT (FORM MAY BE DUPLICATED). EARLY REGISTRATION IS ENCOURAGED AS ENROLLMENT IN EACH WORKSHOP IS LIMITED. TUITION MUST ACCOMPANY THE REGISTRATION FORM TO RESERVE A PLACE IN A WORKSHOP AND CAN BE PAID BY CHECK OR CREDIT CARD (VISA, MASTERCARD, OR DISCOVER). TUITION COVERS THE WORKSHOP, ALL MATERIALS, CERTIFICATES OF ATTENDANCE, CEUS, LUNCH (EXCEPT FOR FALL SEMINAR AND HALF DAY WORKSHOPS) AND REFRESHMENTS.

Registration Information and Tuition

ELIGIBILITY

All programs are open to any person who registers and pays workshop tuition, unless specific limitations are stated in the workshop description.

REFUNDS AND CANCELLATION POLICY

The following refund and cancellation policy will apply to the Spring 2009 Continuing Education workshops:

- **Cancellations must be made at least two weeks before the workshop date to be eligible for a full refund.** (If cancellation is made after the two week deadline, a \$35.00 administrative fee will be deducted; refunds and credits cannot be processed after the workshop date.)
- Registrants who cancel a registration may apply 100% of the registration tuition to another workshop by Spring 2010.
- Registrants who do not wish to apply their tuition to another workshop will be granted a refund minus a \$35.00 administrative fee.
- The Office of Professional Continuing Education (CPE) may cancel workshops that are undersubscribed and registrants will be notified.
- Registrants of workshops cancelled by CPE may apply the tuition to another workshop by Spring 2010 or request a full refund.
- Processing of refunds may take up to 4 weeks. A Registrant's social security number is required for all refunds.
- Registrants who do not advise CPE in advance of their absence from a workshop for which they are registered will forfeit 100% of their tuition.

For more information,
please call the Office of
Continuing Professional
Education DIRECT LINE
at 410-706-5040.

DISCOUNTS

Seniors. If **65 or older**, a 25 percent discount may be deducted per workshop. Verification of age must be submitted via copy of driver's license or other valid form of ID (six hours = \$94; four hours = \$64; three hours = \$49; seminar = \$100).

Students. If a **current student**, a 50 percent discount may be deducted per workshop. Verification of student status must be submitted via a copy of a student ID.

Faculty: University of Maryland faculty members and field instructors currently supervising a UMB-SSW graduate social work student are allowed a 35 percent discount.

There is no discount allowed for ethics workshops and certificate programs.

PARKING

The UMB Saratoga Street Garage, in Baltimore, is available for parking at \$4 per day. A "parking voucher" must be purchased in advance via this registration form. Directions to this garage will be mailed with your confirmation letter and voucher(s). No credits / refunds are provided on this purchase. This garage is located five blocks from the school. **This garage is not open on Saturday.** If you need more information please call please call 410-706-5040, the Office of Continuing Professional Education direct line for parking inquiries.

If accommodation is needed for a disability, please make a request two weeks in advance of program date.

NOTE: The Plaza Garage, located directly across from the School's entrance costs \$25 per day.

LIFETIME LEARNING TAX CREDIT

An educational tax credit for tuition and fees paid for undergraduate, graduate, and continuing education courses, is available for qualified individuals. Please refer to IRS Publication 970, "Tax Benefits for Education" available on the web at www.irs.gov/formspubs/index.html for more information.

LICENSE RENEWAL

For information on license renewal requirements please call or visit:

Delaware Board of Clinical Social Work Examiners

<http://www.professionallicensing.state.de.us/boards/socialworkers/>
(302) 744-4534

District of Columbia – Department of Health- Board of Social Work

<http://hpla.doh.dc.gov/hpla/>
(877) 672-2174

Maryland Board of Social Work Examiners

www.dhmf.state.md.us/bswe
410-764-4788 or 877-526-2541

Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors

www.dos.state.pa.us/bpoa/socwkbd/mainpage.htm
(717) 783-1389

Virginia Board of Social Work

www.dhp.state.va.us/social/
(804) 662-9914

For more information,
please call the
Office of Continuing
Professional Education
Workshop Inquiries
at 410-706-5040.

CONTINUING EDUCATION UNITS (CEUs)

After completion of a workshop, CPE will issue certificates of attendance *with the number of continuing education credits. The Office of Continuing Professional Education at the University of Maryland School of Social Work is authorized by the Board of Social Work Examiners to sponsor social work continuing education programs in Maryland (all workshops must meet the requirements for category I) and by the Maryland Board of Examiners of Psychologists and the Maryland Board of Professional Counselors and Therapists. The Office of Continuing Professional Education maintains full responsibility for its programs.

**PLEASE NOTE: A fee of \$25 will be charged when duplicate certificates of attendance are requested.*

OFFICE OF CONTINUING PROFESSIONAL EDUCATION

Richard P. Barth, PhD., MSW
Dean, School of Social Work

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Director

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410-706-1839

410-706-5004

410-706-5040 Workshop Inquiries

Fax

410-706-8325

Web

www.ssw.umaryland.edu/cpe

OFFICE OF CONTINUING
PROFESSIONAL EDUCATION
University of Maryland
School of Social Work
525 West Redwood Street
Baltimore, Maryland 21201-1777

REGISTRATION FORM

Instructions

Please carefully and completely fill out the registration form to the right, cut or photocopy it, and mail form and payment to:

OFFICE OF CONTINUING PROFESSIONAL EDUCATION
University of Maryland
School of Social Work
525 West Redwood Street
Baltimore, Maryland 21201-1777
Telephone: 410-706-1839 or 410-706-5004
Fax: 410-706-8325

Continuing Professional Education Spring 2009 Registration Form

REGISTRATION INFORMATION

Please check here if your address has changed since your last registration

FULL NAME _____

SOCIAL SECURITY # (OPTIONAL) _____

HOME ADDRESS (STREET) _____

HOME ADDRESS (CITY, STATE, ZIP) _____

WORK PHONE _____ HOME PHONE _____

FAX _____ DEGREE _____ YEAR _____

ALUMNUS/A OF UMSSW? YES NO

AGENCY _____

WORK ADDRESS _____

E-MAIL ADDRESS _____

TRAUMA TREATMENT WITH CHILDREN AND ADOLESCENTS CERTIFICATE PROGRAM APPLICANT? YES NO

FINANCIAL SOCIAL WORK CERTIFICATE PROGRAM APPLICANT? YES NO

WORKSHOP NUMBER(S): 1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____

PAYMENT INFORMATION

WORKSHOP TUITION _____ \$

BALTIMORE PARKING SARATOGA GARAGE (\$4 PER DAY—NOT AVAILABE ON SATURDAY) _____ \$

DISCOUNTED TUITION (PLEASE CIRCLE) (SENIOR / STUDENT / FACULTY) _____ \$

TOTAL _____ \$

AGENCY WILL SEND PAYMENT (ATTACH AGENCY DOCUMENTATION): _____

SELECT A PAYMENT METHOD

A CHECK (PAYABLE TO UMSSW-CPE) IS ENCLOSED IN THE AMOUNT OF: _____

A PURCHASE OREDER IS ATTACHED IN THE AMOUNT OF: _____

CHARGE MY: MASTER CARD VISA DISCOVER

CARD NUMBER:

EXP. DATE: / VID# (BACK OF CARD): AMOUNT AUTHORIZED: \$

SIGNATURE _____

Please fax your registration to 410-706-8325 or mail to: UMSSW CPE 525 West Redwood Street, Baltimore, MD 21201

| OFFICE USE ONLY | | | | |
|--------------------|---------------|--|--|--|
| AMOUNT PAID: | AMOUNT UNPAID | | | |
| PAID BY: | | | | |
| CHECK NUMBER/DATE: | | | | |
| DEPOSIT/DATE: | CONFIRM/DATE: | | | |
| ADJUSTMENTS: | | | | |

The School of Social Work is under construction. CPE may be forced to utilize alternative locations on campus. Please review the contents of your confirmation packet for workshop LOCATION!

NOTE: If an agency is sending payment, please indicate this on the registration form, pre-register using a copy of the registration form, and attach documentation. Ultimately, it is the responsibility of the registrant to ensure payment prior to the workshop date.

REGISTRATION DEADLINE: Two weeks prior to the workshop(s) in which you wish to enroll. After the deadline, a non-refundable \$20 late fee will be added to the cost of each workshop. Early registration is encouraged.

If special accommodation is needed for a disability, please make request two weeks in advance of program date.

Upon receipt of registration form and tuition payment, a confirmation letter will be sent along with directions and any specific instructions for the registered workshop(s). If you do not receive a confirmation letter within two weeks of registering, please call 410-706-5040, the Office of Continuing Professional Education direct line for registration inquiries.