A partnership of the University of Maryland School of Social Work and the Maryland Department of Human Resources (DHR)

The University of Maryland School of Social Work (UMB SSW) Training Program is authorized to sponsor social work continuing professional education credits by the Maryland State Board of Social Work Examiners.

CWA Training opportunities are open to Maryland State Department of Human Resources Child Welfare Staff and Resource Parents.

Child Welfare Academy
525 West Redwood Street
Baltimore, MD 21201
410.706.3637
www.family.umaryland.edu/cwa

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Inclement Weather Policy

In the event of inclement weather, the training schedule will follow the Maryland State Government delay and closings. If the MD state government has liberal leave, the training is cancelled. If the MD state government has a delayed opening, training will follow the delay time frame.

This policy affects all trainings (Pre-Service and In-Service) held in Baltimore at the School of Social Work, as well as regionally in the local departments. Please check the CWA Delay/ Cancellation Line at 410-706-3637. Option 5 will provide a daily announcement related to either Pre-Service or In-Service training by 6:30 am.

In-Service Attendance Policy

Continuing Education Units (CEU) will only be provided for full attendance of an in-service training. Participants will not receive partial credit for attending portions of the training.

Individuals who miss more than 30 minutes of a training for any reason (e.g. traffic, work issues, family, illness, etc.) will not be eligible to receive CEUs for their participation.

Staff who miss more than 30 minutes of training are welcome to audit the class.

*Please note that a separate attendance policy applies to Pre-Service Training. Participants will receive notification of the policy with their registration confirmation notice.
Meet our New CWA Staff!

During the fall of 2015, the Child Welfare Academy added two new great team members. They were so great, that we forgot they were new and forgot to introduce them to you in our Winter Catalog! Many of you have already met them, but for those who haven’t yet, please meet Jermal and Erik, our newest CWA team members.

Mr. Jermal Butler attended Towson University where he earned a Bachelor’s degree in Business Administration with a concentration in Management. He began working in Higher Education in 2011 at the Community College of Baltimore County as an Administrative Support Assistant. Shortly after, in 2014, he began working at the University of Maryland-Baltimore at the School of Pharmacy as an Administrative Assistant. In his current role as an Administrative Assistant II with the Child Welfare Academy, Mr. Butler provides a high level of clerical, technical and administrative support to CWA to ensure efficient day to day operations. He is always willing to lend a hand and carries out his responsibilities with a positive attitude. Mr. Butler is currently enrolled in the MBA program at University of Maryland - University College.

Mr. Erik Johnson comes to the Child Welfare Academy from a Local Department of Social Services, where he most recently worked in Out of Home Services as a Case Worker and assisted with FIM facilitation. He has over twenty-five years of experience serving youth and families in a variety of settings and capacities. As a Training Specialist for the Child Welfare Academy, Mr. Johnson is involved in training pre-service, developing new curriculum, and offering specialized trainings throughout the state. Mr. Johnson is dedicated to training and continuously enhancing the skills of child welfare professionals. His vast knowledge, experience and enthusiasm for teaching and learning make him a wonderful addition to the team.
The Child Welfare Academy has workshops that are offered in a series to enable a deeper and broader understanding of topics of interest to our participants. While some series can be taken in any order, some trainings are designed to be in a special order so that we can build upon concepts introduced in prior offerings. Participants must register for each workshop separately.

**Child Protection Series**

Child Protection encompasses many elements to ensure all persons involved with the case including the caseworker, victim, offender, non-offending caregiver, and other children in the family have a clear understanding of the situation and are able to work together to create a safe environment and ultimately strengthen the family unit. This series will address elements related to enhancing a caseworker’s interviewing skills, safety and service planning, and working with offenders.

Please be advised that it is recommended the following courses be taken in order. Also, it is recommended that the Child Protection Series be completed prior to taking How to Advance Your Interviewing Skills Through Peer Review training.

- **Dynamics of Child Abuse & Neglect Trauma and the Impact on Assessment Interviewing**  
  April 6, 2016 • UMB SSW • 9:00 am - 4:00 pm • 5.5 CEUs

- **Engaging Families Impacted by Sexual Abuse in Safety and Service Planning**  
  April 19, 2016 • UMB SSW • 9:00 am - 4:00 pm • 5.5 CEUs

- **Working with Offenders**  
  May 17, 2016 • UMB SSW • 9:00 am - 4:00 pm • 5.5 CEUs
Motivational Interviewing for Child Welfare Professionals

Motivational interviewing is a method of using conversations with clients to guide them through a process of change. This intervention includes significant emphasis on strong engagement skills as well as evoking motivation for change from the client. This evidence-based practice has been applied to many populations, including substance abuse, sexual health behaviors, alcoholism, school performance, division of corrections, as well as child welfare.

Research has shown that the transfer of new learning and growth of new skills is best advanced through several factors including individual motivation, time, resources and supervisory support. Therefore, this unique series is specifically designed as a collaborative approach to effective skill enhancement and job performance by offering one workshop exclusively for child welfare workers providing direct service, and a companion workshop that is required for the caseworker’s supervisor.

May 23-24, 2016 • Frederick County DSS • 9:00 am - 4:00 pm • 11.0 CEUs

This 2-day workshop will help child welfare supervisors to develop an understanding of Motivational Interviewing and receive guidance in application of this approach to the child welfare population. This workshop will also provide tips for leading staff in the application of these skills with their clients. This interactive workshop will be presented by an expert in Motivational Interviewing who also has extensive experience as both a child welfare worker and supervisor.

June 6-7, 2016 • Frederick County DSS • 9:00 am - 4:00 pm • 11.0 CEUs

Prerequisite Note: This training is limited to workers whose supervisor participated in the Guiding Child Welfare Clients through a Process of Change Using Motivational Interviewing – Training for Supervisors. If you are interested in participating, please discuss with your supervisor and encourage him/her to register for the supervisor training.

In child welfare settings, motivational interviewing (MI) addresses behaviors and conditions that increase risk of child maltreatment or barriers to safe and nurturing parenting, and is used to engage clients in a process of change to increase children’s safety, permanency, and well-being. This interactive 2 day workshop will help child welfare caseworkers to develop an understanding of motivational interviewing by exploring the stages of motivational interviewing and discussing cases when MI is and is not appropriate to use with families. Additionally, participants will practice applying this goal-oriented style of communication and approach through group activities and case scenarios.
Pre-Service Training is required by Maryland Law for new employees providing child welfare services. New staff should be registered for Pre-Service Training as soon as possible after beginning employment and are expected to attend the Pre-Service cycle for which they have been registered. The training consists of topical areas referred to as modules.

**Module I**  Foundations of Practice

**Module II**  Indications and Dynamics of Abuse and Neglect

**Module III**  Engaging Children and Families

**Module IV**  Conducting Family Centered Assessments

**Module V**  Planning with the Family

**Module VI**  Working Effectively with the Court

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**Process for Pre-Service Registration**

So that pre-service needs are addressed in a timely fashion, new child welfare employees are registered for Pre-Service Training by local DSS Personnel Liaisons as soon as possible after beginning employment. In some cases, employees have been able to begin pre-service training within days of beginning their employment, resulting in trained staff being available more quickly to provide services to the families and children served by DHR. The Training Program will confirm enrollment and provide directions for registered trainees.

**Pre-Service Training and Testing Accommodations**

The Child Welfare Academy is committed to providing training to a diverse group of child welfare professionals. Included in this group are qualified staff that have impairments, functional limitations, and/or disabilities. DHR and the Academy wish to facilitate the training of such staff and make reasonable accommodations in order to promote learning and performance.

All staff who attend the Academy’s Pre-Service Competency Training may submit requests for possible accommodations to the Examination Services Unit within the DHR to determine whether accommodations are appropriate, and to what extent they will be provided.

DHR will review accommodation requests and notify the Academy when supportive services are needed. The Department of Human Resources and the Child Welfare Academy are committed to providing a training environment that enables all participants to be successful. In compliance with the Americans with Disabilities Act and to ensure accessibility to all staff, please contact your LDSS Personnel Liaison or DHR’s Examination Services Unit if you have questions or are in need of any accommodations. The contact number for the Examinations Services Unit is 410-767-7414.
**Pre-Service Training Schedule**

LDSS Personnel Liaisons, to register CLICK HERE or go to https://www.surveymonkey.com/r/PST-reg

Newly hired staff should be registered to attend one entire cycle of training.

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Procedure Change
For DHR Request Form Submission

1. Complete the DHR Registration request form as found online.
2. Submit the completed form to your LDSS training liaison.
3. Once approved, **fax forms to 410.706.2423**
   The Child Welfare Academy reviews that you have selected DHR approved courses* and sends the forms on to CPE for registration.
4. An email confirmation is sent upon registration.
5. Please feel free to check on registration by calling **410.706.1089**.

**Note:** Workshop materials will be emailed a week before the workshop.
Check your junk and spam folders for re-routed emails.
If you do not receive materials, please call CPE at 410-706-1089.

http://www.ssw.umaryland.edu/cpe/
LearnCenter Updates

We are continuing to explore our LearnCenter to better support your learning needs. Here are some general reminders of how to assist you with navigating the LearnCenter.

1. When you should create a profile
Create a profile only when you have never done so before. The CWA LeanCenter works best when users have only one profile. If you are unsure if you have a profile, contact us. We can quickly look to see if you already have one.

2. Forget your username or password or the correct responses to your password retrieval questions?
If you remember your username, but have forgotten your password, use the “Forgot password?” link.

If you’re unable to remember your username or the responses to your password retrieval questions, please email Jill (jcarter@ssw.umaryland.edu) for assistance.

Once you’ve logged in, please take a moment to reset your password retrieval questions by going to the My Profile section, scrolling to the bottom of the page and following the instructions for setting your questions and answers.

3. You can’t attend a training you were signed up for
There are users who fall into groups that are automatically registered for trainings. If you are unable to attend a training you were registered for, please log into the CWA LearnCenter and DROP the training located in the My Training section. Declining the calendar invitation does not drop you from the training.
Continuing Education Workshops

Registration Process for In-Service Continuing Education Workshops

All registration for Continuing Education Workshops must be completed online.

In order to get started in the LearnCenter, you will first need to complete a one-time registration form. You will receive two email messages within 24 hours of registration form submission. One will confirm your username, and the other will provide you with a temporary password. You can then use the link provided to you in either of those emails to begin searching and registering for courses.

You will be able to view courses in alphabetical order (A to Z Listing of Courses), as well as by date order and by category.

Cancellation Process for Continuing Education Workshops

Child Welfare employees who register for training but who do not attend, for whatever the reason, may prevent those on a waiting list from advancing on the list and ultimately obtaining a seat in the training session. For this reason, please recognize the importance and value of cancelling in advance. If employees are registered to attend more than one workshop and must cancel, cancellation of each workshop is required.

As soon as you know you will be unable to attend a training you are registered for, please go into the CWA LearnCenter and drop the class. For step by step instructions on how to drop a class, log in and go to FAQ.

If you have not yet created a profile, use your mobile phone’s bar code reader to read this QR code to take you the Create Your Profile page or CLICK HERE to access the page.

If you’ve already created a profile and would like to go online to review the available trainings and sign up for them, use your mobile phone’s bar code reader to scan this QR code to take you to the CWA LearnCenter log in page or CLICK HERE to access the page.
Continuing Education Workshops

Beyond the Basics Workshops

Child Welfare workers who have completed Pre-Service Training should note the following workshops that are being offered this quarter:

- A Journey to Remember: The Caseworker’s Role in the Road to Recovery
- Advanced FIM: Managing Challenging Behaviors
- Advanced FIM: Reframing Strengths and Concerns
- Alternative Response Skills and Practice
- American Indian/Indigenous Peoples Cultural Proficiency, ½-day
- Beyond Meditation: Mindfulness in the Workplace
- Child Protection Series: Dynamics of Child Abuse & Neglect Trauma and the Impact on Assessment Interviewing, 1 of 3
- Child Protection Series: Engaging Families Impacted by Sexual Abuse in Safety and Service Planning, 2 of 3
- Child Protection Series: Working with Offenders, 3 of 3
- Concurrent Planning: Promoting Permanence for Children, ½-day
- Creating Delight Between Parent and Child
- Creating Teachable Moments
- DSM V: Use of the New Mental Health Diagnosis Criteria in Child Welfare
- Engaging Fathers and Paternal Kin
- Enhancing Your Credibility in Court
- Ethics - Boundaries and Dual Relationships, ½-day
- Ethics - Dignity and Worth of a Person, ½-day
- Ethics - Ethical Concerns when Working with Individuals with Co-Occurring Disorders
- Family Centered Planning: Recipes for Success
- Family Involvement Meeting (FIM) Facilitation, 2-day
- From Good to Great: Maximizing Skills to Enhance AR Practice
- How Culture and Spiritual Traditions Impact Child Maltreatment
- How to Advance Your Interviewing Skills Through Peer Review
- Impact of Child Maltreatment on Child Development
- Intimate Partner Violence: Dynamics, Assessment and Intervention Strategies
- Intrauterine Drug Exposure
- Making the Most of Visits Between Birth Families and Children
- Medical Aspects of Child Abuse and Neglect: Advanced Topics I
- Medical Aspects of Child Abuse and Neglect: Advanced Topics II
- Minimizing Placement Disruptions
- Mothers with Intellectual Disability/Intellectual Developmental Disability with Children in Child Welfare
- Neuroscience of Engagement
- Red Light, Green Light: Knowing When to Stop or Go When Planning for Safety or Services
- Role of the Supervisor in a Trauma Informed Child Welfare System
- SAFE Interviewing Skills Workshop
- SAFE Refresher Training
- SAFE Supervisor’s Training
- SAFE Training for Home Study Practitioners and their Supervisor, 2-day
- Safety Awareness for Child Welfare Professionals
- Secondary Traumatic Stress
- Secondary Traumatic Stress and Child Welfare Supervision
- SoS: Booster Training, ½-day
- SoS: Growing our Practice, ½-day
- The Artful Management of Conflict
- Trauma Informed Casework
- Trauma Informed Medication Management
- Using Critical Thinking to Enhance Child Welfare Assessments
- Webinar - Cultivating the Power of Introverts
- Webinar - Raising Disability Awareness in the CW System: Working with Parents with Disabilities
- Webinar - Reframing the Mental Health Needs of Children in Foster Care: Challenges and Solutions
- What You Need to Know about FASD: Identification, Diagnosis, and Treatment
- Working with Difficult Clients with a History of Substance Abuse
- Writing Skills for Exceptional Case Documentation
- Youth Mental Health First Aid Training

Courses in blue denote New! offerings.
CATEGORY: SUBSTANCE ABUSE

WORKING WITH DIFFICULT CLIENTS WITH A HISTORY OF SUBSTANCE ABUSE
April 6, 2016 • Montgomery Co. DHHS • 9:00 am - 4:00 pm • 5.5 CEUs

This interactive workshop will utilize psychoeducation, vignettes, and media to explore effective tools for use when working with difficult clients, specifically those with a history of substance abuse. Common behavioral symptoms associated with difficult clients, specifically those with a history of substance abuse, and subsequent provider response will be discussed. Psychoeducation will also be utilized to inform participants of how drugs of abuse impact behavior, mood, and daily activities. Participants will have the opportunity to share professional experiences while identifying self-care techniques and appropriate clinical interventions for use with clients, and will engage in discussion related to how proper provider self-care is associated with greater client and provider satisfaction. Finally, participants will identify evidenced-based clinical interventions with proven effectiveness with this population.

INTRAUTERINE DRUG EXPOSURE
May 10, 2016 • Howard Co. DSS • 9:00 am - 4:00 pm • 5.5 CEUs

Drug use during pregnancy is a public health concern. Research has shown that children with intrauterine drug exposure are at an increased risk for physical, development, and emotional health concerns.

This interactive workshop will provide participants with an in-depth review of common drugs of abuse (legal, prescription, and illicit), and their impacts on neonatal and fetal development. Utilizing psychoeducation and various forms of media, participants will learn how common drugs of abuse impact both critical and sensitive periods of gestation. This workshop will also discuss the attachment process and how it is impacted by maternal substance abuse post-pregnancy. Participants will increase their knowledge of treatment options for pregnant women with a history of drug and/or alcohol abuse, and explore practical and effective interventions to employ when working with pregnant women with a history of drug and/or alcohol abuse and children impacted by intrauterine drug exposure.

WHAT YOU NEED TO KNOW ABOUT FASD: IDENTIFICATION, DIAGNOSIS, AND TREATMENT
May 19, 2016 • Wicomico Co. One Stop Job Market • 9:00 am - 4:00 pm • 5.5 CEUs

FASD is rarely diagnosed, yet it is a leading cause of lifelong fetal brain damage. Attendees will learn about the most current research on the effects of alcohol on the developing fetus, FASD diagnosis and treatment. Participants will receive information in seven core competency areas (science of FASD, diagnosis of FASD, lifelong neurodevelopmental effects of FASD, treatment of FASD, legal implications of FASD, prevention of FASD and stigma and bias) in both education and skill development.
New! CONTINUING EDUCATION OFFERINGS

CATEGORY: COMMUNICATION

NEUROSCIENCE OF ENGAGEMENT
April 13, 2016 • UMB SSW • 9:00 am - 4:00 pm • 5.5 CEUs

Engagement lies at the heart of commitment and is the foundation for moving any kind of positive change forward. Lack of engagement has a profound impact on an organization’s ability to innovate, be creative, and optimize performance. Disengagement is the primary reason change efforts fail and it costs us billions of dollars per year. An effective solution is to understand and apply the science that underlies engagement to better manage the social context of the workplace. Changing human behavior in the workplace requires changing the human brain. To change the human brain, it must be engaged. Our 21st century brains are wired and still operate the way our ancestors did. This has a significant impact on team and organizational culture and performance.

This workshop helps leaders and teams understand how our brains work at their best. It draws on breakthroughs in modern neuroscience, providing new and practical insights into many important aspects of work, such as how to keep cool under pressure, why change is painful, and what helps us to learn. Participants learn tools for working with vs. against the physiology of the brain to improve communication, innovation, and collaboration within their organization.

CATEGORY: MENTAL HEALTH

YOUTH MENTAL HEALTH FIRST AID TRAINING
May 12, 2016 • UMB SSW • 8:00 am - 5:00 pm • 7.5 CEUs

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.
Minimizing Placement Disruptions
June 6, 2016 • Montgomery Co. DHHS • 9:00 am - 4:00 pm • 5.5 CEUs

Research suggests that there are various psychosocial as well as environmental factors that contribute to placement disruptions for both foster and adopted youth. Disruptions impact a young person's psycho-emotional development and their attachment challenges can be long-lasting. Through case reviews, participants will identify and explore stages and factors of disruption that increase the likelihood of disruption, and most importantly, suggested ideas to proactively address the challenges with effective solutions.

Creating Teachable Moments
June 28, 2016 • UMB SSW • 9:00 am - 12:15 pm • 3.0 CEUs

Creating Teachable Moments was created to address what the statistics tell us, that youth are aging out without the skills necessary to navigate life in the direction of success! Unlike most of us growing up, some foster youth have not had the benefit of consistent, reliable role models and experiences that cultivate positive life skill development. A history of trauma makes it difficult for foster youth to develop trusting, meaningful relationships with adults, and they may exhibit challenging behaviors that further impede connection. The good news is that foster youth can and will learn critical life skills when a caring adult takes the time to teach them. Caregivers may believe that they are unable to assist with anything other than providing food, clothing, shelter and basic care, and may feel like their efforts to do anything more will fail. The reality is that most foster youth are working hard toward a better life, and caregivers and workers can make a significant difference by capitalizing on teachable moments to build the skills needed to get there. This course will explore the importance of using teachable moments to impart intangible skills such as problem solving, planning, decision-making, time management, communication, and interpersonal relations, as well as tangible skills like cooking, budgeting, or how to get a summer job. Participants will learn how teachable moments can be used to move youth towards independence and success.
NEW! CONTINUING EDUCATION OFFERINGS

CATEGORY: ETHICS

ETHICAL CONSIDERATIONS WHEN WORKING WITH INDIVIDUALS WITH CO-OCCURRING DISORDERS
June 15, 2016 • Baltimore City DSS • 9:00 am - 12:15 pm • 3.0 CEUs

It is estimated that thousands of individuals with a history of co-occurring disorders seek treatment each year. Research has shown that these individuals may utilize various treatment providers and have disorders that do not respond to treatment. Agencies and their staff are best suited to meet the treatment needs of clients and maintain their ethical integrity when they are able to provide services matched to the client’s level of need.

This interactive training will allow participants to gain a comprehensive understanding about ethical implications when working with individuals with co-occurring disorders. Utilizing Ethical Standards set by the National Association of Social Workers and the National Association of Professional Counselors, participants will increase knowledge and skill on common ethical dilemmas, such as client confidentiality, ensuring professional competence, utilizing supervision, and implementing the Ethical Decision Making Model. Participants will also learn practical and effective interventions to employ when faced with potential ethical dilemmas.

CATEGORY: SUPERVISORS/ADMINISTRATORS

THE ARTFUL MANAGEMENT OF CONFLICT
June 28, 2016 • UMB SSW • 9:00 am - 4:00 pm • 5.5 CEUs

A key element to success as a child welfare supervisor or administrator is the ability to work effectively with different personality styles and with a variety of teams, whether they are clients, colleagues, supervisees or community partners. Because conflict is inherent when people work together, it is critical for child welfare supervisors and administrators to learn how to manage it effectively in the course of their work. In this course, participants will examine the causes of conflict and the different modes of conflict management, and will increase their understanding of their own style of addressing conflict. The importance of managing challenging personalities, recognizing and defusing anger, and cultivating emotional intelligence on the development of high functioning teams will be explored. Using case scenarios, videos and hands-on learning, participants will come away with concrete strategies for increasing the performance of their individual workers and their entire teams through the artful management of conflict.
Cultivating the Power of Introverts
April 12, 2016 • Online • 10:30 am - 12:00 pm • 1.5 CEUs

Presented by Elisa Medina, LCSW-C, Lead Training Specialist, Child Welfare Academy

During this webinar, participants will learn about some of the myths and misconceptions of the introverted personality style, and how the character strengths of the introvert are often undervalued and get overshadowed by the idealized extroverted culture that we live in. Participants will be challenged to rethink their assumptions about the traits that make workers and leaders effective, capable and strong. Leaders who identify as introverted will be empowered to own and appreciate their personal leadership style, and to capitalize on it to effectively manage and inspire their team. Both introverted and extroverted leaders will also explore how to identify the strengths and unlock the potential of the introverts and extroverts they lead. The focus will be on understanding why introverts and extroverts can make strong partnerships, on learning how to work together so that individual worker and team performance is maximized, and on harnessing the power of introverts.

Reframing the Mental Health Needs of Children in Foster Care: Challenges and Solutions
May 12, 2016 • Online • 10:30 am - 12:00 pm • 1.5 CEUs

Presented by Kate Oliver, LCSW-C, Therapist, A Healing Place

Most youth in foster care have life experiences that place them at increased risk for developmental, emotional and behavioral disorders. It is widely recognized that complex childhood trauma, compounded by a lack of safety, consistency and stability, can adversely affect the emotional stability and overall well-being of children in care. The system has traditionally struggled with addressing the complexity and severity of the mental health needs of foster children and teens, with notable deficits in screening, identification, and access to quality mental health services. Given this, it is not surprising that many children in care are diagnosed with one or more disorders such as reactive attachment disorder, oppositional defiant disorder, conduct disorder, ADHD, and bipolar disorder, and the focus is typically on treating the label rather than addressing the underlying cause. During this webinar, participants will explore some common mental health issues and concerns of children and teens in care, and will be challenged to shift the focus away from diagnoses and labels to understanding the source and treating the signs/symptoms. Participants will learn how to better educate, support and advocate for children with mental health concerns and their families through appropriate assessment, referrals and treatment.

Raising Disability Awareness in the Child Welfare System: Working with Parents Who Have Disabilities
June 21, 2016 • Online • 10:30 am - 12:00 pm • 1.5 CEUs

Presented by Neijma Celestine-Donnor, LCSW-C, Lead Training Specialist, Child Welfare Academy

Child abuse and neglect can affect any child, but children with disabilities are at greater risk of maltreatment than children without disabilities. Child welfare professionals often lack confidence in working with children with disabilities as disabilities are numerous and complex, and often times, workers have not received sufficient training. It is critical that child welfare workers are knowledgeable about the types of disabilities, risk factors and strategies for effectively interviewing children with disabilities, as this will allow workers to better ensure their safety and protection.
In recognition that supervisors and administrators have unique needs, the Child Welfare Academy offers several courses that speak to the supervisor’s position in Child Welfare to support, educate, oversee direct service staff, as well as advocate for staff and the agency.

Below is a listing of courses that may be of particular interest to child welfare supervisors and administrators. They can be found under the Supervisors and Administrators Category.

- **Guiding Child Welfare Clients through a Process of Change Using Motivational Interviewing - Supervisors**  
  May 23-24, 2016 • Frederick County DSS • 9:00 am - 4:00 pm • 11.0 CEUs

- **Secondary Traumatic Stress and Child Welfare Supervision**  
  June 15, 2016 • Washington County DSS • 9:00 am - 4:00 pm • 5.5 CEUs

- **Structured Analysis Family Evaluation (SAFE) Training for Home Study Practitioners and their Supervisor, 2-day**  
  April 20-21, 2016 • UMB SSW • 9:00 am - 4:00 pm • 11.0 CEUs

- **Structured Analysis Family Evaluation (SAFE) Supervisor’s Training**  
  April 22, 2016 • UMB SSW • 9:00 am - 1:15 pm • 4.0 CEUs

- **The Supervisor’s Role in a Trauma Informed Child Welfare System**  
  May 4, 2016 • Washington County DSS • 9:00 am - 4:00 pm • 5.5 CEUs

- **The Artful Management of Conflict**  
  June 28, 2016 • UMB SSW • 9:00 am - 4:00 pm • 5.5 CEUs

- **Webinar - Cultivating the Power of Introverts**  
  April 12, 2016 • Online • 10:30 am - 12:00 pm • 1.5 CEUs
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<th>Date</th>
<th>Workshop Title</th>
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<td>5</td>
<td>Impact of Child Maltreatment on Child Development</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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<tr>
<td>6</td>
<td>Child Protection Series, 1 of 3: Dynamics of Child Abuse and Neglect Trauma and the Impact on Assessment Interviewing</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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<tr>
<td>6</td>
<td>Working with Difficult Clients with a History of Substance Abuse</td>
<td>Montgomery County DHHS 1301 Piccard Drive Rockville, MD 20874</td>
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<td>6</td>
<td>Trauma Informed Casework</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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<td>13</td>
<td>Concurrent Planning: Promoting Permanence for Children, ½-day</td>
<td>Charles County DSS 200 Kent Avenue LaPlata, MD 20646</td>
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<td>13</td>
<td>Ethics: Dignity and Worth of a Person, ½-day</td>
<td>Somerset County DSS 30397 Mt. Vernon Rd Princess Anne, MD 21853</td>
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<td>Neuroscience of Engagement</td>
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<td>14</td>
<td>Intimate Partner Violence: Dynamics, Assessment and Intervention Strategies</td>
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<td>Enhancing Your Credibility in Court</td>
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<td>Advanced Family Involvement Meeting (FIM) Facilitation: Managing Challenging Behaviors</td>
<td>Anne Arundel County DSS&lt;br&gt;7500 Ritchie Highway&lt;br&gt;Glen Burnie, MD 21061</td>
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<td>19</td>
<td>Child Protection Series, 2 of 3: Engaging Families Impacted by Sexual Abuse in Safety and Service Planning</td>
<td>UMB SSW&lt;br&gt;525 West Redwood Street&lt;br&gt;Baltimore, MD 21201</td>
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<td>19</td>
<td>DSM V: Use of the New Mental Health Diagnosis Criteria in Child Welfare</td>
<td>Baltimore City DSS&lt;br&gt;1910 Broadway&lt;br&gt;Baltimore, MD 21213</td>
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<td>19</td>
<td>Medical Aspects of Child Abuse and Neglect: Advanced Topics I</td>
<td>UMB SSW&lt;br&gt;525 West Redwood Street&lt;br&gt;Baltimore, MD 21201</td>
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<tr>
<td>20</td>
<td>Red Light, Green Light: Knowing When to Stop or Go When Planning for Safety or Services</td>
<td>Washington County DSS&lt;br&gt;122 N. Potomac Street&lt;br&gt;Hagerstown, MD 21741</td>
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<td>20-21</td>
<td>SAFE Training for Home Study Practitioners and their Supervisor, 2-day</td>
<td>UMB SSW&lt;br&gt;525 West Redwood Street&lt;br&gt;Baltimore, MD 21201</td>
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<td>20</td>
<td>Trauma Informed Medication Management</td>
<td>UMB SSW&lt;br&gt;525 West Redwood Street&lt;br&gt;Baltimore, MD 21201</td>
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<tr>
<td>21</td>
<td>Intimate Partner Violence: Dynamics, Assessment and Intervention Strategies</td>
<td>UMB SSW&lt;br&gt;525 West Redwood Street&lt;br&gt;Baltimore, MD 21201</td>
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<td>22</td>
<td>SAFE Supervisor’s Training</td>
<td>UMB SSW&lt;br&gt;525 West Redwood Street&lt;br&gt;Baltimore, MD 21201</td>
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<td>26</td>
<td>Alternative Response Skills and Practice</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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<td>26</td>
<td>Using Critical Thinking to Enhance Child Welfare Assessments</td>
<td>Prince George’s County DSS 925 Brightseat Road Landover, MD 20785</td>
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<td>28</td>
<td>Making the Most of Visits Between Birth Families and Children</td>
<td>Anne Arundel County DSS 7500 Ritchie Highway Glen Burnie, MD 21061</td>
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<td>28</td>
<td>Ethics - Boundaries and Dual Relationships, ½-day</td>
<td>Caroline County Library 100 Market Street Denton, MD 21629</td>
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<td>3</td>
<td>Mothers with Intellectual Disability/Intellectual Developmental Disability with Children in Child Welfare</td>
<td>Harford County DSS WAGE Connection 975 Beards Hill Road Aberdeen, MD 21001</td>
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<td>3</td>
<td>Safety Awareness for Child Welfare Professionals</td>
<td>Baltimore City DSS 1910 Broadway Baltimore, MD 21213</td>
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<td>3</td>
<td>Secondary Traumatic Stress</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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<td>3</td>
<td>SoS: Booster Training, ½-day</td>
<td>Talbot County DSS 301 Bay Street Easton, MD 21601</td>
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<td>3</td>
<td>SoS: Growing our Practice, ½-day</td>
<td>Talbot County DSS 301 Bay Street Easton, MD 21601</td>
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<td>4</td>
<td>Role of the Supervisor in a Trauma Informed Child Welfare System</td>
<td>Washington County DSS 122 N. Potomac Street Hagerstown, MD 21741</td>
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<td>Engaging Fathers and Paternal Kin</td>
<td>Anne Arundel County DSS 7500 Ritchie Highway Glen Burnie, MD 21061</td>
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<td>Intrauterine Drug Exposure</td>
<td>Howard County DSS 7121 Columbia Gateway Drive Columbia, MD 21046</td>
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<td>11</td>
<td>How Culture and Spiritual Traditions Impact Child Maltreatment</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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### Continuing Education Workshop Schedule

**May 2016**

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<tr>
<th>Date</th>
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| 12   | Youth Mental Health First Aid Training  
*New!* | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201 |
| 12   | Webinar - Reframing Mental Health Needs of Children in Foster Care: Challenges and Solutions  
*New!* | Online |
| 17   | American Indian/Indigenous Peoples Cultural Proficiency, ½-day | Montgomery County DHHS  
1301 Piccard Drive  
Rockville, MD 20874 |
| 17   | Child Protection Series, 3 of 3: Working with Offenders | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201 |
| 17   | Family Centered Planning: Recipes for Success | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201 |
| 18   | SAFE Interviewing Skills | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201 |
| 19   | Medical Aspects of Child Abuse and Neglect: Advanced Topics II | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201 |
| 19   | What You Need to Know about FASD: Identification, Diagnosis, and Treatment  
*New!* | One Stop Job Market  
31901 Tri-County Way, Suite 117  
Salisbury, MD 21804 |
100 East All Saints Street  
Frederick, MD 21705 |
| 24   | A Journey to Remember: The Caseworker’s Role in the Road to Recovery | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201 |
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<td>Red Light, Green Light: Knowing When to Stop or Go When Planning for Safety or Services</td>
<td>Cecil County DSS 170 E. Main Street Elkton, MD 21921</td>
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<tr>
<td>25</td>
<td>Advanced FIM: Reframing Strengths and Concerns</td>
<td>Anne Arundel County DSS 7500 Ritchie Highway Glen Burnie, MD 21061</td>
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<td>26</td>
<td>Enhancing Your Credibility in Court</td>
<td>UMB SSW 525 West Redwood Street Baltimore, MD 21201</td>
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<td>Safety Awareness for Child Welfare Professionals</td>
<td>Charles County DSS 200 Kent Avenue LaPlata, MD 20646</td>
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| 1 | SAFE Refresher Training                                                           | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201                                                        |
| 6 | Minimizing Placement Disruptions New!                                              | Montgomery County DHHS  
1301 Piccard Drive  
Rockville, MD 20874                                                      |
| 6-7| Guiding Child Welfare Clients through a Process of Change Using Motivational Interviewing – Training for Child Welfare Workers | Frederick County DSS  
100 East All Saints Street  
Frederick, MD 21705                                                       |
| 7 | American Indian/Indigenous Peoples Cultural Proficiency, ½-day                    | Harford County DSS  
2 S. Bond Street  
Bel Air, MD 21014                                                          |
| 7 | Writing Skills for Exceptional Case Documentation                                 | Baltimore City DSS  
1910 Broadway  
Baltimore, MD 21213                                                        |
| 9 | Secondary Traumatic Stress                                                         | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201                                                        |
| 9 | Family Centered Planning: Recipes for Success                                      | UMB SSW  
525 West Redwood Street  
Baltimore, MD 21201                                                        |
| 14| How to Advance Your Interviewing Skills Through Peer Review                       | Somerset County DSS  
30397 Mt. Vernon Rd  
Princess Anne, MD 21853                                                    |
| 15| Ethics - Ethical Concerns when Working with Individuals with Co-Occurring Disorders New! | Baltimore City DSS  
1910 Broadway  
Baltimore, MD 21213                                                        |
| 15| Secondary Traumatic Stress and Child Welfare Supervision                           | Washington County DSS  
122 N. Potomac Street  
Hagerstown, MD 21741                                                       |
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<td>From Good to Great: Maximizing Skills to Enhance AR Practice</td>
<td>Baltimore City DSS 2000 N Broadway Baltimore, MD 21213</td>
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<td>21</td>
<td>Webinar - Raising Disability Awareness in the Child Welfare System: Working with Parents Who Have Disabilities <strong>New!</strong></td>
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<td>22-23</td>
<td>Family Involvement Meeting (FIM) Facilitation, 2-day</td>
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<td>Intimate Partner Violence: Dynamics, Assessment and Intervention Strategies</td>
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A Journey to Remember: The Caseworker’s Role in the Road to Recovery

May 24, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Explore the Case Worker’s role in supporting clients who are struggling to achieve health and recovery from substance abuse and/or mental health disorders. This training will help workers understand the individual and family dynamics, theories, treatment modalities and helpful engagement approaches for clients struggling with substance abuse and/or mental health disorders. Workers will have a better understanding of how these two dynamics can be intertwined, and how co-morbidity may complicate the process of recovery. Through discussion and activities, workers will be equipped to weave together their roles as motivator/supporter with their protective authority to foster better relationships and outcomes for clients.

Advanced Family Involvement Meeting (FIM) Facilitation: Managing Challenging Behaviors

April 19, 2016 • Anne Arundel County DSS
9:00 am - 4:00 pm • 5.5 CEUs

This training session will address a wide range of challenging behaviors that facilitators encounter during Family Involvement Meetings (FIMs) including hostility, monopolizing, non-participation, ramblers, unpreparedness and mental health dynamics. Attendees will be introduced to several skills and strategies for managing these behaviors and through practice, examine which strategies are most effective for addressing specific situations.

Advanced FIM: Reframing Strengths and Concerns

May 25, 2016 • Anne Arundel County DSS
9:00 am - 4:00 pm • 5.5 CEUs

Drawing on core concepts from the Signs of Safety Model, attendees will explore strategies for reframing concerns in a concise and meaningful way that directly relates to safety and welfare. Attendees will also examine solution focused strategies that can be used to help FIM participants articulate strengths that are more focused on resources and supports.

Alternative Response Skills and Practice

April 26, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

This course is for CPS, Family Preservation and In-Home workers and supervisors who missed a previously scheduled session in their region. Currently, this includes all counties in Maryland, excluding Baltimore City. The training will build from the information shared in the general overview training and skills developed in the prerequisite Assessing and Planning for Risk and Safety training. The one day session will reinforce the philosophy of Family Centered Practice with focus on the skills needed and new procedures required for successful delivery of an Alternative Response with families. Knowledge and skill development areas will include: Engagement and Communication, Assessment, Cultural Competence, Partnering, Advocacy, Community Collaboration and Resource utilization. Participants will also receive instruction on new processes and procedures for MD CHESSIE and Alternative Response documentation.
American Indian/Indigenous Peoples Cultural Proficiency, ½-day

May 17, 2016 • Montgomery County DHHS
9:00 am - 12:15 pm • 3.0 CEUs

June 7, 2016 • Harford County DSS
9:00 am - 12:15 pm • 3.0 CEUs

Throughout history, Native Americans/American Indians/Indigenous Peoples of the United States have been misunderstood, stereotyped and viewed as the ‘minorities’ of minorities. Years of oppression and violations against Native American people have led to feelings of fear and mistrust that must be acknowledged and addressed in order for the child welfare community to meet the unique needs and concerns of this population.

This half-day workshop will explore the past, present and future with a focus on bridging the gap between Native Americans and the rest of society. Compliance standards for the Indian Child Welfare Act (ICWA) of 1978 will be reviewed, including established protocol for the removal and out of home placement of Indian children in foster and adoptive homes, as well as the involvement of Tribes and Native American families in child welfare cases. Participants will be provided with a historical, legal and cultural perspective so that they can better support safety, permanency and well-being outcomes for Native American children and families.

Beyond Meditation: Mindfulness in the Workplace

June 23, 2016 • Anne Arundel County DSS
9:00 am - 4:00 pm • 5.5 CEUs

For many, the workplace is a highly stressful environment, leaving little time for self-reflection or emotional rest. According to mindfulness pioneer, Jon Kabat-Zinn, mindfulness is a practice that involves paying focused attention, on purpose, without judgment, to the present moment. The benefits of mindfulness to overall health, happiness and well-being are many. Practicing mindfulness has been shown to help with depression, anxiety, sleep and eating disorders, phobias, relationship challenges, and overall stress management. Mindfulness helps to dampen the part of the brain that causes us to act out of fear, anxiety and anger, while strengthening those parts of the brain related to attention, focus, emotional regulation, cognition and memory. When we are out of touch with our feelings and the thinking patterns that trigger anxiety and stress, we operate from a flight or flight place, and react instead of responding thoughtfully in the moment. Practices such as meditation, yoga, and martial arts can all help to cultivate mindfulness, but integrating it into the workplace requires deliberate effort and focus.

Participants will understand how integrating mindfulness practices into the workplace can help them become more focused, productive, and calm under pressure. Through experiential activities, scenarios, discussion and group exercises, participants will leave with specific techniques for practicing mindfulness at work, and living a more mindful, stress-free life.
Child Protection Series, 1 of 3: Dynamics of Child Abuse and Neglect Trauma and the Impact on Assessment Interviewing

April 6, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Formerly known as The Dynamics of Maltreatment and the Impact on Interviewing

This class will discuss the unique dynamics of trauma experience of child abuse and neglect and the reaction of children and families when they are interviewed to gather information. The impact of these reactions on the worker’s ability to engage with the family, and gather accurate, detailed information will be explored. Participants will examine effective interviewing styles and strategies, ideal interview environments, and common interviewing challenges across the continuum of child welfare services when assessing for risk and safety.

The following courses are recommended to be taken in this order

• Dynamics of Child Abuse and Neglect Trauma and the Impact on Assessment Interviewing;
• Engaging Families Impacted by Sexual Abuse in Safety and Service Planning; and
• Working with Offenders.

Child Protection Series, 2 of 3: Engaging Families Impacted by Sexual Abuse in Safety and Service Planning

April 19, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Formerly known as The Dynamics of Sexual Abuse and the Impact on Safety and Service Planning

This class will explore how the unique dynamics of sexual abuse impact the ability of the caseworker to engage and partner with the family in planning for safety and appropriate services. The implications for service provisions will be considered when sexual abuse disclosures occur after the initial CPS assessments. Participants will examine the role and influence of non-offending care-givers, compliant victims, and situations involving incest on achieving positive outcomes for safety, well-being and permanency. Actionable strategies for helping families and their supportive caregivers to navigate the court process will also be provided.

The following courses are recommended to be taken in this order

• Dynamics of Child Abuse and Neglect Trauma and the Impact on Assessment Interviewing;
• Engaging Families Impacted by Sexual Abuse in Safety and Service Planning; and
• Working with Offenders.
A TO Z WORKSHOP DESCRIPTIONS

Child Protection Series, 3 of 3: Working with Offenders

May 17, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

To truly embody and successfully implement family-centered practice, caseworkers must effectively engage with all members of the family including the offender. This workshop will explore the different offender typologies and ways that offenders establish and develop relationships with their victims to ensure secrecy, compliance and continuation of the abuse. Participants will discuss engagement and interview techniques that align with offender typologies to better ensure positive change for the offender and the family. Participants will also discuss and practice strategies to involve the offender in the safety and service planning process.

The following courses are recommended to be taken in this order

- Dynamics of Child Abuse and Neglect Trauma and the Impact on Assessment Interviewing;
- Engaging Families Impacted by Sexual Abuse in Safety and Service Planning; and
- Working with Offenders.

Concurrent Planning: Promoting Permanence for Children, ½-day

April 13, 2016 • Charles County DSS
9:00 am - 12:15 pm • 3.0 CEUs

Are you familiar with concurrent planning policy and know the benefits and outcomes of its usage, but seek strategies to enhance permanency planning? This half-day workshop will look at possible tendencies for child welfare workers to favor one permanency option over the other and how that impacts work with birth, kinship and resource families. Additionally, participants will practice creating effective prognostic assessments and case plans and learn how to use full disclosure as a foundation for concurrent planning.

Creating Delight Between Parent and Child

June 28, 2016 • Howard County DSS
9:00 am - 4:00 pm • 5.5 CEUs

Utilizing the framework of PACE with the techniques of improvisational comedy and interactive laughter, this experiential workshop provides a toolbox of strategies for enhancing the attachment relationship between parents and children. The focus of the workshop is on providing techniques to help increase self-regulation for both parents and children, strengthen parent-child bonds, increase body awareness, and reduce overall stress. Participants will learn techniques for building and supporting healthy relationships both with the families they work with, and within families that are struggling to bond and connect.
Creating Teachable Moments

New!

June 28, 2016 • UMB SSW
9:00 am - 12:15 pm • 3.0 CEUs

Creating Teachable Moments was created to address what the statistics tell us, that youth are aging out without the skills necessary to navigate life in the direction of success! Unlike most of us growing up, some foster youth have not had the benefit of consistent, reliable role models and experiences that cultivate positive life skill development. A history of trauma makes it difficult for foster youth to develop trusting, meaningful relationships with adults, and they may exhibit challenging behaviors that further impede connection. The good news is that foster youth can and will learn critical life skills when a caring adult takes the time to teach them. Caregivers may believe that they are unable to assist with anything other than providing food, clothing, shelter and basic care, and may feel like their efforts to do anything more will fail. The reality is that most foster youth are working hard toward a better life, and caregivers and workers can make a significant difference by capitalizing on teachable moments to build the skills needed to get there. This course will explore the importance of using teachable moments to impart intangible skills such as problem solving, planning, decision-making, time management, communication, and interpersonal relations, as well as tangible skills like cooking, budgeting, or how to get a summer job. Participants will learn how teachable moments can be used to move youth towards independence and success.

DSM V: Use of the New Mental Health Diagnosis Criteria in Child Welfare

April 19, 2016 • Baltimore City DSS
9:00 am - 4:00 pm • 5.5 CEUs

Child welfare professionals are increasingly involved with the mental health aspects of their child and adult clients. Workers and supervisors are faced with assessing clients as well as utilizing mental health reports of professionals who have evaluated child welfare clients. The release of the DSM-V brings many new challenges to child welfare staff regarding DSM-V diagnoses. This training will present what DSS staff members need to know to ethically transition to the DSM-V system, review how diagnoses are recorded and discuss changes in the organization and content of specific DSM-V disorders.

The training covers major and minor changes in the DSM-V’s 20 categories of disorders. In addition, participants will become familiar with: the change in the definition of mental illness; DSM-V cross cutting measures and severity measures; new criteria for the most used and most severe disorders (neurodevelopmental, schizophrenia, bipolar, depressive, anxiety, trauma, dissociative, substance, and personality disorders); and the new approach to culture related to diagnosis.
Engaging Fathers and Paternal Kin

May 5, 2016 • Anne Arundel County DSS
9:00 am - 4:00 pm • 5.5 CEUs

Historically across the country, non-custodial fathers and paternal kin have not been effectively involved in child welfare cases. This highly interactive workshop will explore ways to engage and involve fathers and paternal family members, to create greater opportunities for them to be connected in a number of important ways that benefit their children. Participants will explore the myths and barriers surrounding working with this special group, discuss strengths based approaches to engaging fathers, and develop practical strategies for working more effectively with fathers and paternal relatives.

Enhancing Your Credibility in Court

April 14, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

May 26, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Many child welfare workers feel that they do not receive the respect they deserve when they appear in court. Others feel intimidated by the process of testifying. This one day training is designed to assist the new worker to enhance his or her professional image and performance in court.

Topics will include:
(1) preparing for a successful outcome in court,
(2) presenting a professional image,
(3) testifying as an expert witness, and
(4) maintaining composure and keeping pace with the adversarial attorney through effective testimony under cross-examination.

Ethics - Boundaries and Dual Relationships, ½-day

April 28, 2016 • Caroline County Library
1:00 pm - 4:15 pm • 3.0 CEUs

This interactive half-day workshop will provide participants with an awareness of boundary issues and dual relationship challenges in the human services. Participants will also develop an understanding of the difference between ethical and non-ethical relationships. Additionally, guidelines will be presented to help workers manage boundary issues and dual relationships that may occur when working with individuals and families.

Ethics - Dignity and Worth of a Person, ½-day

April 13, 2016 • Somerset County DSS
9:00 am - 12:15 pm • 3.0 CEUs

The NASW Code of Ethics are founded on principles and core values that guide the professionalism and conduct of social work practice: Service, Social Justice, Dignity and Worth of a Person, Importance of Human Relationships, Integrity and Competence. This half-day course addresses the difficult task workers are faced with when they are challenged to work with individuals or populations which may produce a negative internal reaction.

Participants will discuss ways to evaluate their ability to treat all people with Dignity and Worth. Participants will also be provided with techniques to enhance their ability to demonstrate this value when working in the field or back in the office.
A to Z Workshop Descriptions

**Ethics - Ethical Concerns when Working with Individuals with Co-Occurring Disorders**

*New!*

June 15, 2016 • Baltimore City DSS
9:00 am - 12:15 pm • 3.0 CEUs

It is estimated that thousands of individuals with a history of co-occurring disorders seek treatment each year. Research has shown that these individuals may utilize various treatment providers and have disorders that do not respond to treatment. Agencies and their staff are best suited to meet the treatment needs of clients and maintain their ethical integrity when they are able to provide services matched to the client’s level of need.

This interactive training will allow participants to gain a comprehensive understanding about ethical implications when working with individuals with co-occurring disorders. Utilizing Ethical Standards set by the National Association of Social Workers and the National Association of Professional Counselors, participants will increase knowledge and skill on common ethical dilemmas, such as client confidentiality, ensuring professional competence, utilizing supervision, and implementing the Ethical Decision Making Model. Participants will also learn practical and effective interventions to employ when faced with potential ethical dilemmas.

**Family Centered Planning: Recipes for Success**

May 17, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

June 9, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Meaningful and successful planning with a family requires skills (essential ingredients) and creativity (special ingredients) to ensure the plan is individualized to the family’s needs. This one day training explores the skills necessary to implement overall strengths-based planning utilizing Maryland’s Family Centered Practice model while connecting with families and community partners along the continuum of the decision-making process. Participants will experience peer to peer learning and practice strategies to apply information gleaned from various assessment tools.
A to Z Workshop Descriptions

Family Involvement Meeting (FIM) Facilitation, 2-day

June 22-23, 2016 • UMB SSW
9:00 am - 4:00 pm • 11.0 CEUs

This 2 day training is specifically designed for persons who will be a back-up or full-time facilitators. It will provide participants with the general values, principles and skills needed for introductory level facilitation of Family Involvement Meetings. Participants will gain an understanding of the Family Centered Practice model (FCP) principles, outcomes and goals and how a FIM reflects them. They will learn about the procedural aspects of why, when and how FIMs are scheduled and how to prepare for a FIM.

Through lecture, small group discussions and practice, participants will be able to pace a FIM, focus participants on strengths/concerns/ideas and systematically move a group through the problem-solving model assuring that each stage is fully developed to reach consensus. Content will cover ways to ensure effective and clear discussion related to safety and risk issues at all FIMs so that decisions are grounded in safety and protection for the child. Participants will also develop intervention strategies and skills to maintain comfort guidelines/ground rules, manage group dynamics and deal with participants who exhibit difficult group behaviors. Facilitator self-awareness is explored and participants will learn how their own personal biases and values may impact the facilitation of a FIM.

NOTE: FIM Facilitation is mandatory for staff that will be facilitating FIMs full or part-time.

From Good to Great: Maximizing Skills to Enhance AR Practice

June 21, 2016 • Baltimore City DSS
9:00 am - 4:00 pm • 5.5 CEUs

Now that Maryland’s Dual Track CPS System is fully operational, localities are focused on strengthening and sustaining AR skills and practice. This Alternative Response course will help local departments move from “good enough” to GREAT AR implementation. Participants will explore best practices and what is working, as well as opportunities for improving the integration and delivery of AR whether working with a minimally to highly challenging family situation. Through hands-on learning and practice, participants will enhance their ability to utilize tools and strategies to engage and plan with a family from start to finish (first the family visit, developing the service plan and finally preparing a strengths based closing summary), ultimately leading to desired outcomes for the children and families being served.

Prerequisite:
All attendees must have completed the Assessing and Planning for Risk and Safety Using Signs of Safety 1-day or 2-day Pre-Service workshop.

June 6-7, 2016 • Frederick County DSS
9:00 am - 4:00 pm • 11.0 CEUs

In child welfare settings, motivational interviewing (MI) addresses behaviors and conditions that increase risk of child maltreatment or barriers to safe and nurturing parenting, and is used to engage clients in a process of change to increase children's safety, permanency, and well-being. This interactive 2 day workshop will help child welfare caseworkers to develop an understanding of motivational interviewing by exploring the stages of motivational interviewing and discussing cases when MI is and is not appropriate to use with families. Additionally, participants will practice applying this goal-oriented style of communication and approach through group activities and case scenarios.


May 23-24, 2016 • Frederick County DSS
9:00 am - 4:00 pm • 11.0 CEUs

This 2-day workshop will help child welfare supervisors to develop an understanding of Motivational Interviewing and receive guidance in application of this approach to the child welfare population. This workshop will also provide tips for leading staff in the application of these skills with their clients. This interactive workshop will be presented by an expert in Motivational Interviewing who also has extensive experience as both a child welfare worker and supervisor.

How Culture and Spiritual Traditions Impact Child Maltreatment

May 11, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

This training focuses on how culture and spiritual traditions influence perceptions of child rearing among families. It also looks at how families respond to abuse and neglect based on their culture and offers strategies that child welfare workers can use to respond to child maltreatment with cultural sensitivity and competence.

How to Advance Your Interviewing Skills Through Peer Review

June 14, 2016 • Somerset Co. DSS
9:00 am - 4:00 pm • 5.5 CEUs

This workshop is specially designed to allow for peer to peer learning and intense practice of interviewing skills with children, non-offending caregivers, and the offender. Through the use of scenarios, role play and guided discussion, participants will build upon and enhance interviewing techniques that can be used to effectively engage and plan with the family to promote and maintain desired outcomes. This is a hands-on skill building seminar with opportunities for practice, open dialogue, problem-solving and feedback. Local departments are encouraged to register units of staff in order to maximize the benefits of the training.

It is recommended that you complete the Child Protection Series prior to taking this training.
Impact of Child Maltreatment on Child Development

April 12, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

This training is designed for In-Home and Out-of-Home workers to help make the connection between traumatic events and a child’s ability to meet different developmental milestones. We will take a look at normal physical and psychological development and how it can be affected by childhood maltreatment and other forms of trauma. In addition, workers will be provided with ways to advocate and creative ideas for interventions with children and their caregivers.

Participants are strongly encouraged to complete the Trauma Informed Casework training BEFORE taking this course.

Intimate Partner Violence (IPV): Dynamics, Assessment and Intervention Strategies

April 14, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

April 21, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

The purpose of this training is to provide participants with a framework for addressing the issue of domestic violence within the context of a child welfare case. Specifically, participants will learn:

1. what constitutes domestic violence, and how children are affected by it;
2. how to identify the three different types of batterers, and the appropriate interventions for each type;
3. how to understand and work with the non-offending parent to enhance child safety;
4. what legal remedies are available; and
5. when it is appropriate to remove a child from a home due to the presence of domestic violence.
A to Z Workshop Descriptions

Intrauterine Drug Exposure

New!

May 10, 2016 • Howard County DSS
9:00 am - 4:00 pm • 5.5 CEUs

Drug use during pregnancy is a public health concern. Research has shown that children with intrauterine drug exposure are at an increased risk for physical, development, and emotional health concerns.

This interactive workshop will provide participants with an in-depth review of common drugs of abuse (legal, prescription, and illicit), and their impacts on neonatal and fetal development. Utilizing psychoeducation and various forms of media, participants will learn how common drugs of abuse impact both critical and sensitive periods of gestation. We will also discuss the attachment process and how it is impacted by maternal substance abuse post-pregnancy. Participants will increase their knowledge of treatment options for pregnant women with a history of drug and/or alcohol abuse, explore practical and effective interventions to employ when working with pregnant women with a history of drug and/or alcohol abuse and children impacted by intrauterine drug exposure.

Making the Most of Visits Between Birth Families and Children

April 28, 2016 • Anne Arundel County DSS
9:00 am - 4:00 pm • 5.5 CEUs

May 11, 2016 • Prince George’s County DSS
9:00 am - 4:00 pm • 5.5 CEUs

Visitation between birth parents and children is clearly an important factor in promoting timely, safe and permanent living arrangements for children in care, yet often child welfare workers do not utilize the tool of visitation in a way that will maximize positive outcomes. In order to make the most of visitation, workers must understand why visits matter, as well as the factors that can both help and hinder visits between parent and child.

Participants will explore planning and preparation for visitation, safety issues, best-practices for conducting visits (who, what, where, when, and how), accurate and descriptive documentation, and how to end a visit. Ways to educate, support and involve foster parents around visitation will also be explored. Workers will leave with a clear understanding of their role in the visitation process and the importance of visitation in achieving safer, healthier families.
A to Z Workshop Descriptions

Medical Aspects of Child Abuse and Neglect: Advanced Topics I

April 19, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

This full day session will provide attendees with an introduction to medical aspects of child abuse and neglect. The day will begin with an Introduction to Working with Physicians. This segment will provide an overview of what physicians do when they evaluate children with suspected child abuse and neglect. Participants will learn about which children need a medical evaluation, what to expect from the medical evaluation, and what questions they should consider asking physicians. Content on sexual abuse, physical abuse, and neglect will focus on the role of the medical provider and medical aspects of maltreatment that are important for child welfare professionals to understand.

Medical Aspects of Child Abuse and Neglect: Advanced Topics II

May 19, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

This full day session will go beyond the basics to address more challenging topics in child abuse and neglect. Specific topics will include: Advanced Topics in Physical Abuse (burns, head trauma, and fractures), Failure to Thrive, Sexually Transmitted Infections, and Medical Child Abuse (Munchausen’s Syndrome by Proxy, Factitious Disorder by Proxy). Participants will leave with a more in-depth understanding of how to distinguish abusive from accidental injury. They will become familiar with the various infections that can be transmitted sexually and the likelihood that each infection is the result of sexual abuse. They will also learn warning signs that poor growth may be the result of maltreatment, and warning signs that the medical care sought by a parent for his/her child may be unnecessary or harmful.
Mothers with Intellectual Disability/Intellectual Developmental Disability with Children in Child Welfare

May 3, 2016 • Wage Connections (Harford County)
9:00 am - 4:00 pm • 5.5 CEUs

This presentation provides strategies for assisting, assessing, and intervening with families when the caregivers have mental, medical, or intellectual disabilities that impair their ability to provide adequate care. Strategies for working with children and caregivers will be covered. Also covered are strategies for dealing with exploitative partners and building family and community supports. The presentation will include lecture, PowerPoint slides, video, and case examples that foster skill building activity that promotes DSS staff members developing targeted assessment and intervention strategies. Key concepts include, but not limited to: conditions, disorders, disability, impairment, unrealistic expectations, support resources, intellectual development disorder, promoting compliance, borderline intellectual functioning.

Neuroscience of Engagement

New!

April 13, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Engagement lies at the heart of commitment and is the foundation for moving any kind of positive change forward. Lack of engagement has a profound impact on an organization’s ability to innovate, be creative, and optimize performance. Disengagement is the primary reason change efforts fail and it costs us billions of dollars per year. An effective solution is to understand and apply the science that underlies engagement to better manage the social context of the workplace. Changing human behavior in the workplace requires changing the human brain. To change the human brain, it must be engaged. Our 21st century brains are wired and still operate the way our ancestors did. This has a significant impact on team and organizational culture and performance.

This workshop helps leaders and teams understand how our brains work at their best. It draws on breakthroughs in modern neuroscience, providing new and practical insights into many important aspects of work, such as how to keep cool under pressure, why change is painful, and what helps us to learn. Participants learn tools for working with vs. against the physiology of the brain to improve communication, innovation, and collaboration within their organization.
A TO Z WORKSHOP DESCRIPTIONS

Red Light, Green Light: Knowing When to Stop or Go When Planning for Safety or Services

April 20, 2016 • Washington County DSS
9:00 am - 4:00 pm • 5.5 CEUs

May 24, 2016 • Cecil County DSS
9:00 am - 4:00 pm • 5.5 CEUs

Is this an emergent intervention or a service? What does this family need to accomplish in order to end agency involvement? The answers to these questions are not always clear. This interactive training will help participants to clarify the blurred lines which sometimes exist between safety and service planning. Emphasis will be placed on writing behaviorally specific, strengths based service plans that are family driven and can be agency supported for successful outcomes and time-sensitive agency involvement. Additionally, participants will explore strategies to enhance the child welfare professional’s participation in developing plans that reflect the language, functional strengths, and identified supports of families.

Role of the Supervisor in a Trauma Informed Child Welfare System

May 4, 2016 • Washington County DSS
9:00 am - 4:00 pm • 5.5 CEUs

This workshop is designed to provide seasoned supervisors with a clear understanding of trauma and its impact on children, families and child welfare professionals, as well as the importance of trauma-informed child welfare practice. Participants will explore their role in creating a trauma-informed system of care through standards of practice, staff development and effective supervision so that workers are better equipped to partner with families to achieve desired safety, permanency and well-being outcomes.

SAFE Interviewing Skills

May 18, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

The Home Study Interview is an integral part of the home study process. Structured Analysis Family Evaluation (SAFE) and the Social Work Interview Training provides tools to help Home Study Practitioners use SAFE to better prepare, plan and perform the home study interview. The training provides not only practical advice but new and innovative interviewing skills, techniques and approaches to interviewing Applicants.
SAFE Training for Home Study Practitioners and their Supervisor, 2-day

April 20-21, 2016 • UMB SSW
9:00 am - 4:00 pm • 11.0 CEUs

This two-day training is mandatory for anyone who uses SAFE or anyone who supervises individuals using SAFE. The curriculum is an in-depth, step-by-step training in the use of Structured Analysis Family Evaluation. Day One is devoted to explaining the instrument and how it works. Day Two is interactive - the trainer and the class perform a SAFE Home Study.

SAFE Refresher Training

June 1, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

The refresher is a one-day training designed to inform experienced safe practitioners and supervisors about what’s new with SAFE, review the Maryland template and newly revised compatibility inventory, strengthen mitigation skills, and improve SAFE home study writing skills. There will be ample time for participants to ask questions and engage in clinical discussion of difficult home study issues.

Participants MUST BRING THEIR DESK GUIDE.

SAFE Supervisor’s Training

April 22, 2016 • UMB SSW
9:00 am - 1:00 pm • 4.0 CEUs

This one-day supervisor’s training is designed to aid supervisors in proper supervision of SAFE. THE TWO-DAY SAFE TRAINING IS A PRE-REQUISITE FOR THE SUPERVISOR TRAINING.

It teaches supervisors how to introduce SAFE to new workers. Although Consortium for Children mandates that all individuals using SAFE attend the SAFE 2-day training we understand that a worker can’t sit around waiting for the next SAFE training, and that supervisors must be able to help them begin to do the work as soon as possible.

We do ask that new workers attend the two-day SAFE training within four months of the start of using the tool. The Supervisor Handbook provides the SAFE supervisor with handouts and a step-by-step methodology on how to introduce SAFE to a new worker.
A to Z Workshop Descriptions

Safety Awareness for Child Welfare Professionals

May 3, 2016 • Baltimore City DSS
9:00 am - 4:00 pm • 5.5 CEUs

May 31, 2016 • Charles Co. DSS
9:00 am - 4:00 pm • 5.5 CEUs

This safety awareness training for child welfare staff is designed to equip participants with the tools, discipline and self-confidence to handle themselves in situations which may arise during the course of work. The training will cover several different areas including risk assessment, safety planning, pre-assault indicators, verbal escalation and report taking essentials. The workshop will enhance a participant’s ability to determine a client’s potential for violence, plan appropriately to ensure safe client care when transporting clients, recognize indicators that an assault may be imminent, learn techniques to diffuse a potentially explosive situation with clinical interventions, and discuss items to keep in mind when reporting an assault to law enforcement personnel.

Secondary Traumatic Stress and Child Welfare Supervision

June 15, 2016 • Washington County DSS
9:00 am - 4:00 pm • 5.5 CEUs

This full day interactive workshop focuses on secondary traumatic stress from the perspective of child welfare supervisors who must balance the demands of service delivery, program management and employee supervision. Participants will examine how to manage their own secondary traumatic stress, as well as strategies to recognize, intervene and mitigate the impact of secondary traumatic stress on the workers they supervise.

Secondary Traumatic Stress

May 3 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

June 9, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

Both new and experienced workers can be affected by Secondary Traumatic Stress (STS), potentially causing a significant impact on their personal and professional lives. This full day training will help child welfare workers to understand STS and its effects so that they can concentrate on building coping mechanisms and supports in order to be effective in all areas of their lives.

Signs of Safety (SoS): Booster Training, ½-day

May 3, 2015 • Talbot County DSS
9:00 am - 12:15 pm • 3.0 CEUs

This half day training is intended for child welfare workers and supervisors who have previously participated in a full day or two day session of Assessing and Planning for Risk and Safety using the Signs of Safety (SoS), but may still be unsure of how to integrate Signs of Safety into daily practice. Participants will have an opportunity to ask questions about using the practice and supporting the practice techniques beyond training. Content will include a review of Harm & Danger Statements, Mapping, and Three Houses emphasizing sustainability and transfer of learning from the classroom to the field.
Signs of Safety (SoS): Growing our Practice, ½-day

May 3, 2016 • Talbot County DSS
1:00 pm - 4:15 pm • 3.0 CEUs

This session may be taken as a companion to the Signs of Safety Booster, but is intended for workers and supervisors who have previously participated in the full day or two day Assessing and Planning for Risk and Safety training and are currently using Signs of Safety practices and tools with children and families.

Signs of Safety promotes the practice of Appreciative Inquiry: Inquiring into and honoring what works by focusing on and sharing successful practice strategies to generate organizational change. Workshop participants will have the opportunity to share examples and get feedback and support on how they are putting the philosophy and tools of Signs of Safety in to practice. Registrants should come prepared with Signs of Safety case examples (harm and danger statements, mapping, 3 houses) from their own practice to discuss. Participants will have an opportunity during the workshop to get assistance in applying the Signs of Safety with a family they are currently working with.

The Artful Management of Conflict

New!

June 28, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

A key element to success as a child welfare supervisor or administrator is the ability to work effectively with different personality styles and with a variety of teams, whether they are clients, colleagues, supervisees or community partners. Because conflict is inherent when people work together, it is critical for child welfare supervisors and administrators to learn how to manage it effectively in the course of their work. In this course, participants will examine the causes of conflict and the different modes of conflict management, and will increase their understanding of their own style of addressing conflict. The importance of managing challenging personalities, recognizing and defusing anger, and cultivating emotional intelligence on the development of high functioning teams will be explored. Using case scenarios, videos and hands-on learning, participants will come away with concrete strategies for increasing the performance of their individual workers and their entire teams through the artful management of conflict.
### Trauma Informed Medication Management

April 20, 2016 • UMB SSW  
9:00 am - 4:00 pm • 5.5 CEUs

Youth in child welfare are increasingly prescribed antipsychotic medication for management of aggressive behavior and mood problems. While these medications may be beneficial for specific forms of mental illness, most treatment is prescribed for “off-label” use and youth may experience significant side effects. This half day workshop will provide information to child welfare workers on screening for trauma related symptoms as a potential cause of behavior/mood problems, trauma informed service planning, including evidence based, non-medication treatments (e.g. psychotherapy), and guidelines for safety monitoring if a child does require antipsychotic medication for serious mental illness. Additionally, the workshop will provide resource information for working with traumatized youth who have significant mental health concerns.

### Using Critical Thinking to Enhance Child Welfare Assessments

April 26, 2016 • Prince George’s County DSS  
9:00 am - 4:00 pm • 5.5 CEUs

Conducting assessments is a critical component of the delivery of child welfare services. In order to conduct meaningful, quality assessments, critical thinking skills must be developed, honed and applied. Child welfare outcomes are directly correlated to the accurate assessment of child and family strengths and needs. Thorough and well-conducted strengths-based - assessments require the child welfare worker to apply critical thinking skills so they know when, how and what questions to ask for continual re-evaluation of client needs; thus enabling the worker to skillfully team with the family to develop and provide appropriate services.

This full day interactive workshop will examine the attributes of critical thinking, challenges to conducting quality assessments, tools to help gather and organize assessment information, and the application of critical thinking skills to the assessment process. Time will also be spent exploring the ways in which personal thinking and decision-making styles affect the assessment process..
Webinar - **Cultivating the Power of Introverts**

*New!*

April 12, 2016 • Online
10:30 am - 12:00 pm • 1.5 CEUs

During this webinar, participants will learn about some of the myths and misconceptions of the introverted personality style, and how the character strengths of the introvert are often undervalued and get overshadowed by the idealized extroverted culture that we live in. Participants will be challenged to rethink their assumptions about the traits that make workers and leaders effective, capable and strong. Leaders who identify as introverted will be empowered to own and appreciate their personal leadership style, and to capitalize on it to effectively manage and inspire their team. Both introverted and extroverted leaders will also explore how to identify the strengths and unlock the potential of the introverts and extroverts they lead. The focus will be on understanding why introverts and extroverts can make strong partnerships, on learning how to work together so that individual worker and team performance is maximized, and on harnessing the power of introverts.


*New!*  This is the second webinar in a three part series on Raising Disability Awareness in the Child Welfare System

June 21, 2016 • Online
10:30 am - 12:00 pm • 1.5 CEUs

In order to meet the unique needs and concerns of parents with disabilities, child welfare workers must have both specialized knowledge and skills, and increased sensitivity and awareness. This webinar will examine potential challenges and discrimination faced by parents with disabilities, as well as the rights of mentally disabled parents. Assessing for parental capacity and steps/strategies to facilitate reunification will also be explored.
A TO Z WORKSHOP DESCRIPTIONS

Webinar - Reframing the Mental Health Needs of Children in Foster Care: Challenges and Solutions

New!

May 12, 2016 • Online
10:30 am - 12:00 pm • 1.5 CEUs

Most youth in foster care have life experiences that place them at increased risk for developmental, emotional and behavioral disorders. It is widely recognized that complex childhood trauma, compounded by a lack of safety, consistency and stability, can adversely affect the emotional stability and overall well-being of children in care. The system has traditionally struggled with addressing the complexity and severity of the mental health needs of foster children and teens, with notable deficits in screening, identification, and access to quality mental health services. Given this, it is not surprising that many children in care are diagnosed with one or more disorders such as reactive attachment disorder, oppositional defiant disorder, conduct disorder, ADHD, and bipolar disorder, and the focus is typically on treating the label rather than addressing the underlying cause. During this webinar, participants will explore some common mental health issues and concerns of children and teens in care, and will be challenged to shift the focus away from diagnoses and labels to understanding the source and treating the signs/symptoms. Participants will learn how to better educate, support and advocate for children with mental health concerns and their families through appropriate assessment, referrals and treatment.

What You Need to Know about FASD: Identification, Diagnosis, and Treatment

May 19, 2016 • One Stop Job Center
(Wicomico County)
9:00 am - 4:00 pm • 5.5 CEUs

FASD is rarely diagnosed, yet it is a leading cause of lifelong fetal brain damage. Attendees will learn about the most current research on the effects of alcohol on the developing fetus, FASD diagnosis and treatment. Participants will receive information in seven core competency areas (science of FASD, diagnosis of FASD, lifelong neurodevelopmental effects of FASD, treatment of FASD, legal implications of FASD, prevention of FASD and stigma and bias) in both education and skill development.

Writing Skills for Exceptional Case Documentation

June 7, 2016 • Baltimore City DSS
9:00 am - 4:00 pm • 5.5 CEUs

This workshop is designed to help child welfare workers develop a clearer, more factual and pertinent writing style specifically for child welfare documentation. Through writing experiences, training participants will work on identifying pertinent data for inclusion in contact notes, differentiating between case fact and opinion, and recording summarized case assessments, case plans and other supporting data in case records. Training participants will gain an overall understanding on how to organize information in a clear, concise manner.
A TO Z WORKSHOP DESCRIPtIONS

Working with Difficult Clients with a History of Substance Abuse

New!
April 6, 2016 • UMB SSW
9:00 am - 4:00 pm • 5.5 CEUs

This interactive workshop will utilize psychoeducation, vignettes, and media to explore effective tools for use when working with difficult clients, specifically those with a history of substance abuse. Common behavioral symptoms associated with difficult clients, specifically those with a history of substance abuse, and subsequent provider response will be discussed. Psychoeducation will also be utilized to inform participants of how drugs of abuse impact behavior, mood, and daily activities. Participants will have the opportunity to share professional experiences while identifying self-care techniques and appropriate clinical interventions for use with clients and engage in discussion related to how proper provider self-care is associated with greater client and provider satisfaction. Finally, participants will identify evidenced-based clinical interventions with proven effectiveness with this population.

Youth Mental Health First Aid

New!
May 12, 2016 • UMB SSW
8:00 am - 5:00 pm • 7.5 CEUs

Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Youth Mental Health First Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including ADHD), and eating disorders.