

## Fall Continuing Education Workshops for Social Workers

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### SCHOOL OF SOCIAL WORK



#### Workshop Information:

**Title:** American Indian Youth in Child Welfare: Current Issues and Future Directions for Policy and Practice

**CEU's:** 1.0

**Fee:** \$10.00

**Date:** Monday, September 14, 2009

**Time:** 4:30 PM - 5:30 PM

**Location:** School of Social Work, 1010 W. Nevada Street, Urbana, IL

**Presenters:** Terry L. Cross, MSW, LCSW

*Terry L. Cross, MSW, LCSW, ACSW, has been the Executive Director of the National Indian Child Welfare Association, Inc., since 1987. He is an enrolled member of the Seneca Nation of Indians, Bear Clan. He received his Master of Social Work from Portland State in 1977 where he currently teaches as an adjunct faculty member. He has also taught at Lewis and Clark College, Washington University, and Evergreen State College. Mr. Cross has authored or co-authored almost 30 articles and papers, most recently "Native American Juvenile Rights: Who Cares?" for the Child Welfare League of America publication, The Link. He is active with several national and regional organizations.*

**Objectives:** The presenter will:

- Discuss the current state of affairs for American Indian youth in child welfare.
- Evidence-based practices and policies for social worker.
- Identify current areas of challenge that face American Indian youth and their families.
- Introduction to the American Indian Relational Worldview model as a frame of reference in discussing these issues.

**Description:** During this workshop, lecture participants will hear the current state of affairs for American Indian youth in child welfare; what social workers are learning from research about specific practices and policy areas (evidence-based practices and policies); and some of the current areas of challenge that face American Indian youth and their families. The presenter will use the American Indian Relational Worldview model as a frame of reference in discussing these issues.

**Title:** Enhancing Person and Environment Fit With Immigrant Families

**CEU's:** 3.0

**Fee:** \$30.00

**Date:** Wednesday, September 23, 2009  
(Minimum of 10 registrations to hold workshop)

**Time:** 1 PM – 4:30 PM

**Location:** School of Social Work, 1010 W. Nevada Street, Urbana, IL

**Presenters:** Lissette Piedra, PhD, LCSW

Assistant Professor, University of IL School of Social Work

*Dr. Lissette Piedra is on the faculty of the University of Illinois School of Social Work and has over 15 years of experience in human services, including, providing case management services, psychotherapy, and psychosocial support services in residential programs for homeless adults with serious mental illness. Prior to her appointment at UIUC, she lectured at the University of Chicago and conducted evaluation research at the State of Illinois Office of Mental Health Services.*

**Objectives:**

- Identify the limitations of the ecological approach when assisting immigrant families.
- Develop an understanding of concepts from segmented assimilation theory to better understand the environmental stressors facing immigrants and their children.
- Learn how to apply concepts from segmented assimilation theory can be used to enhance person and environment fit.

**Description:** Social workers often use a person-environment approach to assist immigrant families. However, the complexity of adapting to a new country creates difficulties for social workers to operate from a purely ecological approach. This workshop introduces concepts from segmented assimilation theory to better understand the environmental stressors facing immigrants and their children that strain family relations and contribute harsh adjustment experiences. Using concepts from segmented assimilation theory and published case material, this workshop explores how social workers who work with immigrant families can be better positioned to achieve their central goal: enhancing person and environment fit.

**Title:** Legal and Ethical Issues in the “Duty to Warn”: An Update

**CEU’s:** 3.0

**Fee:** \$30.00

**Date:** Thursday, October 29, 2009

(Minimum of 10 registrations to hold workshop)

**Time:** 1 PM- 4:30 PM

**Location:** Illini Center, 200 S. Wacker Drive, 4th Floor, Chicago, IL

**Presenters:** Sandra Kopels, JD, MSW

Professor, University of IL School of Social Work

*Prior to joining the University of Illinois School of Social Work faculty, Sandra Kopels was Director of the Legal Advocacy Service of the State of Illinois Guardianship and Advocacy Commission. Her research and teaching focuses on legal and ethical issues as they affect social work clients and practitioners. She has lectured extensively on subjects related to the confidentiality and disclosure of client information.*

**Objectives:**

- Provide an overview of the legal and ethical issues that can arise when clients make statements or act in ways that appear to place them or others in danger
- Participants will learn key concepts that include the discretion versus the duty to warn, adolescents and sexuality, child abuse reporting, new gun possession and reporting requirements, and conflicts that arise in certain practice settings.
- Presenter will review recent legislative changes and developments using recent case examples

**Description:** This workshop will provide participants with a comprehensive overview of the legal and ethical issues that can arise when clients make statements or act in ways that appear to place them or others in danger. Key concepts will include the discretion versus the duty to warn, adolescents and sexuality, child abuse reporting, new gun possession and reporting requirements, and conflicts that arise in certain practice settings. Recent legislative changes and developments from court cases will be discussed, including a wrongful death case in which a social worker and other treatment providers were sued because of their alleged failure to warn and protect a wife from her husband’s foreseeable violence and a case where a social worker was threatened with being fired when she would not tell her employer confidential information about a client. Case examples will be used and time will be provided for audience questions and answers.

**Title:** Reuniting Substance-Involved Families: The recovery coach model  
**CEU's:** 1.0  
**Fee:** \$10.00  
**Date:** Thursday, November 5, 2009  
(Minimum of 10 registrations to hold workshop)  
**Time:** 1 PM – 2:00 PM  
**Location:** School of Social Work, 1010 W. Nevada Street, Urbana, IL  
**Presenter:** Joseph P. Ryan, PhD  
Associate Professor, University of IL School of Social Work  
*Dr. Ryan joined the faculty in 2002 and is a Faculty Fellow at the School's Child and Family Research Center. His research and scholarship focuses on the experiences and outcomes of families entangled with the public child welfare system and at least one other social service context. Dr. Ryan is currently the Principal Investigator for a study focusing on substance abuse in child welfare.*  
Rose Gianforte, LCSW  
IV-E AODA Coordinator  
*Rosie Gianforte is a Licensed Clinical Social Worker with 20 years of experience in a variety of therapeutic settings. Currently, she is responsible for coordinating the development and implementation of the IL Department of Children and Family Services' Title IV-E waiver for alcohol and other drug abuse services.*

**Objectives:**

- Introduction to the basic principles and components as to why people use and abuse alcohol and other drugs.
- Description of the principles and components of the effects of alcohol and other drug abuse and abuse with parents and children involved in the child welfare system.
- Develop a working knowledge of the application of the presented information in practice settings.
- Understanding of the basic principles and components of the Recovery Coach Model
- Introduction to the empirical evidence on families involved in the child welfare system due to the use and abuse of alcohol and other drugs.

**Description:**

When removed from the home by child protection, children exposed to drugs and alcohol tend to remain in foster care longer and are reunited with their parents at much lower rates when compared to families not involved in substance abuse. This workshop will explore the basic principles and components of the Recovery Coach Model, which uses caseworkers with special training in addiction, relapse prevention, case management and counseling. Participants will receive a review of the basic principles and components of drug and alcohol abuse and will explore the resulting effects that are particular to parents and children involved in the child welfare system. Workshop participants can expect to receive a working knowledge of the application of the presented information in practice settings, based on recent research on families involved in the child welfare system due to the use and abuse of alcohol and other drugs.

**Title:** Welcoming our Veterans Home: A guide for health and helping professionals  
**CEU's:** 3.0

**Fee:** No fee; \$10.00 for CEU Certificates

**Dates:** Friday, October 30, 2009: Bremer Center  
Danville Community College  
Danville, IL  
Friday, November 20, 2009: School of Social Work  
1010 W. Nevada Street  
Urbana, IL  
December, 2009: TBA, Peoria, IL

**Time:** 1 PM – 4:30 PM

**Locations:** Danville, IL; Urbana, IL; Peoria, IL

**Presenters:** Katherine Edwards LCSW, CWS; Hilary Edgerly LCSW; Julia Fitzgerald Smith Ph.D.; Joanne King Ph.D.; Amber Cadick Ph.D.; Ruth Hays R.N.; Dr. Roger Joy M.D.

**Objectives:**

- Develop a clear understanding of current knowledge concerning mild traumatic brain injury received in a theater of war.
- Be able to list services and treatment options provided by the VA to treat mTBI.
- Explain how multiple areas of Veteran's lives are impacted due to a diagnosis and symptoms of mTBI.
- Understand the difference between civilian and combat PTSD.
- Be able to discuss how the military culture impacts Veterans with a diagnosis of PTSD.
- Discuss the correlation between substance abuse and PTSD.
- Identify the use of integrated treatment for PTSD and Substance Use Disorders at the VA.
- Recognize the common illnesses and injuries associated with OEF/OIF deployments.
- Explain the use of the polytrauma system of care with Veteran's with two or more traumatic injuries

**Description:** As our country welcomes home its newest veterans from Operation Enduring Freedom/Iraqi Freedom (OEF/OIF), health and helping professions must be prepared to address their special issues and needs. During this workshop, you will learn about topics related to traumatic brain injury, substance abuse, post traumatic stress disorder, physical illnesses and injuries and how the VA is addressing this special population's needs. A certificate for 3 CEU's are available for \$10.

**Title:** Social Skills Training: A Cognitive-Behavioral Intervention to Empower Vulnerable Children and Youths

**CEU's:** 2.0

**Fee:** \$20.00

**Date:** Friday, December 11, 2009  
(Minimum of 10 registrations to hold workshop)

**Time:** 10 AM – 12:30 PM

**Location:** School of Social Work, 1010 W. Nevada Street, Urbana, IL

**Presenter:** Mary Keegan Eamon, PhD

Associate Professor, University of IL School of Social Work

*Dr. Eamon joined the School of Social Work at the University of Illinois in 1998, after 12 years as a social work practitioner in a variety of agency settings. The majority of her research has made contributions to social policy and social work practice by identifying the mechanisms that explain why poor children and youths frequently exhibit lower levels of well-being compared to their non-poor peers. Her research also has informed social work intervention and education. Dr. Eamon is the author of "Cognitive Behavioral Interventions: Empowering Vulnerable Populations".*

**Objectives:**

- Identify and review the basic components of SST.
- Provide an overview of how to use SST to assist vulnerable children and youths in attaining goals related to interpersonal and social competencies..
- Learn how to address social relevancy when applying SST.
- How to apply SST in the practice setting.

**Description:** Social skills training (SST) is an effective cognitive-behavioral intervention that practitioners can use to empower vulnerable children and youths by enhancing their interpersonal and social competencies. These competencies, in turn, can assist clients in accessing and increasing social resources. The workshop has four main objectives. First, the basic components of SST will be reviewed. Second, examples of using SST to assist children and youth with behavioral, physical, learning, cognitive, developmental, and sensor disabilities and from minority racial/ethnic backgrounds in attaining goals related to interpersonal and social competencies will be provided. The goals include enhancing social interactions; increasing leisure, recreational, and related activity; and recruiting assistance to enhance personal well-being. Third, issues of social relevancy will be addressed when applying SST to achieve these goals. Methods will be discussed to ensure that (1) the SST goals are socially relevant from the perspective of the clients and others involved in the intervention; (2) the intervention procedures are socially appropriate; (3) results of the SST are satisfactory from the perspective of clients and significant others; (4) intervention gains transfer to natural settings; and (5) intervention gains are maintained over time. Finally, workshop participants will have an opportunity to practice applying SST to clients in settings specific to their own interests.