



**SOCIALWORKERS**  
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**NASW-MD Chapter's**  
**2018 Social Work Month Annual Conference**  
**Thursday and Friday, March 22-23, 2018**

**(#2268)**

**The Maritime Institute of Technology**  
**692 Maritime Blvd.**  
**Linthicum, MD 21090**  
**410-859-5700**

**Thursday – Day of Intensives: The Social Worker's Response to Trauma and Disasters**  
*(6 Hours Category I CEUs)*

**Workshop Selections:**

Exhibitions ongoing throughout the day in lobby area near registrations tables

**8:15 a.m. – 9:00 a.m. – Registration, Continental Breakfast, Networking**

**9:00 a.m. – 12:15 p.m. – Morning Session**



**Title:** *The Role of Social Workers in Response to Natural Disasters and Incidents of Mass Violence*

**Presenter:** **April Naturale, Ph.D., MSW**

*Traumatic Stress Specialist, ICF*

**Synopsis:** Twenty years ago the United Nations reported a 50% increase in disasters worldwide, with 90% of those related to climate issues. Since that time, incidents of mass violence and the number of casualties has soared in the United States, while armed conflict and refugee crisis in multiple countries across Europe and Asia have affected millions. The unique and varied skills that social workers bring to disaster response from clinical interventions to address acute stress to the ecological perspective of needs assessments and the strengths-based community capacity

building that help rebuild in the aftermath of disasters make social workers an imperative group of responders. Social workers have made up to 50% of the staffs working in the largest U.S. disasters in the past decade, mostly master's level professionals, but students and interns are often called upon as well. Social workers should be trained in disaster response; specifically to differentiate between trauma informed care and acute stress interventions. Additionally, staff need to be prepared for the experiences of disaster deployment and the potential psychological effects, both positive and negative. This presentation will identify the human response to disasters and the evidence-based interventions that support recovery and resilience. The role of social

workers will be identified as well as the types of training and self-care activities that support competence and confidence in this vital responder discipline.

**Learning Objectives:** Upon completion of this course, participants will:

1. Be able to identify the 5 domains of the human response to disasters
2. Be able to describe at least one difference between trauma informed care and disaster specific traumatic stress interventions.
3. Be able to define three primary components of Psychological First Aid.
- 4.

**12:15 p.m. – 1:05 p.m. – Lunch and Networking**

**1:20 p.m. – 4:30 p.m. - Afternoon Workshops (Please choose one)**

### Workshop 1



**Title:** *Trauma: Changing from PTSD to PTG*

**Presenter:** Sue Futeral, Ph.D., LCSW-C, C-EAT

*Therapeutic Services, School Social Worker*

**Synopsis:** Trauma and PTSD are considered to be emotional responses to thoughts and reminders of the event that last for many weeks or months after the traumatic event. The symptoms of PTSD fall into three broad types: re-living, avoidance and increased arousal.

**Learning Objectives:** Upon completion of this course, participants will be able to:

1. Describe signs and symptoms of PTSD, especially where symptoms may seem to be normal (especially right after the trauma).
2. Understand PTSD resolutions such as taking time to resolve day-to-day issues and conflicts so they do not add stress, and sticking to a normal daily routine

3. Understand PTG

### Workshop 2



**Title:** *The Journey through Grief and Loss*

**Presenter:** Lisa Connors, BSW, M.Div., MA, ABD

*Assistant Professor, Anne Arundel Community College*

**Synopsis:** This interactive training will help participants explore the various components of grief and loss. It will identify different losses in an individual's life. It will look at the various forms of grief [i. e. anticipatory, complicated, and disenfranchised]. It will help participants identify how grief affects individuals from a physical, emotional, cognitive, behavioral, and spiritual perspective. It will address when grief is complicated and ways to help individuals address complicated grief. This workshop will also help participants identify warning signs associated with grief and loss, and how to support individuals who are experiencing intense emotions.

**Learning Objectives:** Upon completion of this course, participants will be able to:

1. Define the various components of grief and loss.
2. Discuss the varying myths and stigmas associated with grief and loss.
3. Discuss the various forms of grief and loss, and how it affects individuals from a physical, emotional, cognitive, behavioral, and spiritual perspective.
4. Identify when grief is complicated and ways to help individuals address complicated grief, warning signs associated with grief and loss, and ways to help clients seek emotional support.

### Workshop 3



**Title: Ethics in Disaster Mental Health**

**Presenter: Carol A. Deel, Ph.D, LCPC, LCMFT**

*Adjunct professor, School of Lifelong Learning; University of the Cumberlands  
Instructor and Supervisor, Mental Health Disaster Services; American Red Cross*

**Synopsis:** In this course we explore a professional's responsibilities as they relate to their clients, peers, employer, employees, and their profession. Through this course we examine: the historical development of ethics and the role of ethics in the everyday practice of their profession; the challenges and dilemmas disasters present that create ethical dilemmas and temptations; provide an overview and crosswalk of professional ethics as outlined by professional counseling organizations and the American Red

Cross; and explain and guide a professional discussion about why ethical behavior is not only a professional and legal imperative, but is also just humane.

**Learning Objectives:** At the end of this workshop participants will understand:

1. The need for professional ethical standards.
2. The building blocks used in developing professional standards.
3. The ethical decision making process.
4. The ethical standards and expectations are outlined by professional counseling organizations and the American Red Cross.

*Please note: This workshop qualifies for the Maryland Board of Social Work Examiners 3-hour ethics requirement for license renewal.*

### **Friday March 23, 2018 Conference Schedule:**

#2268 (6 Hours Category I CEUs)

Exhibitions ongoing throughout the day in lobby area near registrations tables

**8:00 a.m. – 8:30 a.m. – Registration, Continental breakfast, Networking**

**9:00 a.m. – 10: 00 a.m. – Keynote Presentation**



**Title: *Exploring the Evolution of Effective Leadership: From 'Control and Command' to 'Convene and Co- Create'***

**Keynote Speaker: Darylyne Bailey, Ph.D., LISW**

*Professor and Dean Emeritus; Director, Social Justice Initiative; Special Assistant to the President for Community Partnerships*

*Bryn Mawr College Graduate School of Social Work and Social Research*

**Synopsis:** The existence of leaders - and their relatives 'advocates', and 'champions' - dates back to the beginning of civilization itself. Yet it wasn't until the Industrial Revolution that the term 'management' was used, with 'leadership' coming shortly thereafter. Over this time the concept and practice of leadership has evolved from focusing primarily on the abilities that only a few are born with to

skills that some can learn, to finally the appreciation that real leadership is composed of both abilities and skills that can be taught and learned. With this evolution of leadership it follows that the structures and operations of our organizations have also been affected. This presentation will take us on a sprint through time from the early 1900s to today. Together we will explore the changing understanding and organizational impacts of "effective leadership".

## 10:15 a.m. – 12:15 p.m. – Morning Workshops

### Workshop A



**Title:** *The Role of the Social Worker in Supporting Children with Chronic/Terminal Illness: A Workshop for Social Workers in ALL Settings*

**Presenter:** **Kristen M. DeBoy Caminiti, LCSW-C, LICSW**  
*Independent Consultant and Therapist*

**Synopsis:** Using video, first-person essays, and numerous case examples the presenter will seek to educate participants—particularly those who may not be familiar with the issues facing families of children with chronic/terminal illness—on the key issues facing these children and their families. This workshop is designed to engage social workers who work outside the direct medical setting (schools, foster care, out-patient

clinical settings, and community organizations) in active discussion and consideration of how a chronic or terminal illness affects a child, his/her family, and the larger community.

**Learning Objectives:** Upon completion of this workshop, attendees will:

1. Have a greater understanding of what children with diseases such as Congenital Heart Disease (CHD), Cystic Fibrosis (CF), Down Syndrome, Sickle Cell Anemia, and other chronic conditions experience.
2. Gain confidence in working with Children with chronic and/or terminal illness in school, foster care, private practice, and other settings.
3. Develop knowledge of how a child's illness impacts parents, siblings, grandparents.
4. Leave with at least three interventions that can be used to support a child with chronic and/or terminal illness in the school setting (as well as ideas/interventions to support the child's peers).
5. Gain an overview of how to coordinate resources and supports for the family and larger community of a child who dies.

### Workshop B



**Title:** *Applying the Art and Science of 21st Century Organizational Leadership: Moving from Concept to Action*

**Presenter:** **Darylyne Bailey, Ph.D., LISW**  
*Professor and Dean Emeritus; Director, Social Justice Initiative; Special Assistant to the President for Community Partnerships*  
*Bryn Mawr College Graduate School of Social Work and Social Research*

**Synopsis:** This workshop focuses on the elements essential for effective leadership within today's organizations. This experiential and didactic session is designed to provide all in attendance the time and space to delve more deeply into these elements and discover ways to begin to implement them throughout their organizations.

**Teaching Intentions:** By the conclusion of this workshop, participants will be able to:

1. Identify and describe the 7 essential elements and related attributes of effective leadership.
2. Recognize and embrace their personal areas of leadership strength and challenge in relation to these elements.
3. Initiate and facilitate the system-wide implementation of effective organizational leadership as staff, supervisors, and administrators.

### Workshop C



**Title:** *Legal and Medical Aspects of End of Life Care Planning for Social Workers*

**Presenter:** **Lisa May, LCSW-C, CT**  
*Patient and Family Services Social Worker, Talbot Hospice*

**Synopsis:** The Maryland Attorney General's Office advocates legal documents and in some cases mandates medical documents that present the care choices of citizens at end of life. Nonetheless, lack of social understanding of these rights and common medical provider practices make successful implementation of advance care planning difficult. Many people with chronic illness still die under sudden or prolonged circumstances that

leave loved ones traumatized. This experiential and interactive seminar introduces social workers to ways we can support improved outcomes.

**Learning Objectives:** Upon completion of this course, participants will:

1. Learn distinctions between legal and medical advance planning.
2. Discover the barriers to and the solutions for making informed medical choices and ensuring advocacy and representation.
3. Understand the essential knowledge individuals need in order to achieve a peaceful death that minimizes trauma to themselves and their loved ones.

## Workshop D



**Title:** *Advancing Justice and Public Safety Solutions*

**Presenter:** Major Neill Franklin

*Executive Director, Law Enforcement Action Partnership*

**Synopsis:** One of the greatest detriments to our justice system is the failed war on drugs. Not only have these policies been largely ineffective in reducing rates of substance abuse and disease, they have been counterproductive to public safety. The ballooning of our prison population from under ½ million in the 1970s to 2.3 million today is largely due to attempting to solve the public health crisis of addiction with criminal justice solutions, and has made our communities less safe. The incarcerated seldom receive the treatment, education, and preparation necessary for success before returning home to our

communities. Saddled with convictions and lacking the necessary skill sets and assistance for success, they are quickly drawn into a life of criminality and substance abuse. How do we create a more just system for those suffering from substance abuse? Can we move substance abuse from within our criminal justice system squarely into the hands of our healthcare system?

**Learning Objectives:** At the end of this workshop, attendees will be able to:

1. Learn and understand the impact of prohibition styled drug policies upon society at large.
2. Understand the benefits of moving from criminal justice centered drug control strategies and tactics to health centered solutions.
3. Understand the need for and process of comprehensive drug policy reform (federal, state, and local).

## Workshop E



**Title:** *Addicted to Likes: Social Media and Mental Health*

**Presenter:** Veronica Cruz, LCSW-C

*CEO, Cruz and Associates, LLC*

**Synopsis:** Social media platforms, in particular networking sites like Facebook and Instagram which currently have over a billion users and growing worldwide, have become increasingly popular and pervasive over the years. Currently there is a plethora of social media sites that allow the users to create a profile and within seconds they are connected to millions of people. This workshop will explore the role of social media and how it relates to mental health issues like depression, anxiety, self-validation, and social comparison. Numerous studies have indicated that prolonged

Social Media Use (SMU) and depression/anxiety can be characterized by an emerging maladaptive pattern known as Problematic Social Media Use (PSMU). The presenter will explore various issues such as user typologies, gender traits, sleep disturbances, addictive patterns to social media, and overall mental health implications for prolonged social media use. The presenter is a bicultural, forensic social worker specializing in criminal defense mitigation, dual-diagnosis, crisis intervention, addictions, trauma, and working with diverse ethnic groups. This is an interactive workshop where case vignettes will be presented and participants will work in a group setting.

**Learning Objectives:** Upon completion of this advanced course participants will be able to:

1. Increase their knowledge of the various forms of social media platforms and effects on a user's mental health
2. Understand the various concepts of social media such as FOMO, SMU, and PSMU.
3. Articulate and explore the role of social comparison -- differentiating between upward and downward social comparisons and the effect on users' mental health.
4. Understand the connection between intermittent reinforcement (becoming addicted to and anticipating a like or comment to a post).
5. Articulate protective factors to share with social media users to eliminate or decrease negative mental health outcomes related to media usage.

**12:15 p.m. – 1:45 p.m. – Luncheon and Social Work Month Awards Presentation**  
**Presiding: Charles Howard, NASW-MD Chapter President**

**2:00 p.m. – 5:00 p.m. – Afternoon Workshops**

**Afternoon Workshops:**

**Workshop F**



**Title:** *Ethics in Social Work: Am I Doing the Right Thing?*

**Presenter:** **Kawana Webb, LCSW-C**

*School Social Worker, Choptank Elementary School, Cambridge*

**Synopsis:** This training will focus primarily on codes of ethics, risk management, ethical dilemmas, and the more narrow topics of boundary issues, dual relationships, conflict of interest, and confidentiality. The presenter uses a cross section of ethics cases related to each standard of the social worker's responsibility to clients, colleagues, in practice settings, and the broader society. We will discuss each case and the Code of Ethics it mirrors. Participants will have many opportunities to discuss these situations and attempt to resolve the ethical dilemmas in each example.

**Learning Objectives:** Upon completion of this intermediate course, participants will be able to:

1. Understand the NASW ethical values and corresponding standards.
2. List the NASW standards.
3. Discuss ethical scenarios and relate NASW standards and values to each.

*Please note: This workshop meets the three-hour ethics requirement of the Maryland Board of Social Work Examiners for license renewal.*

**Workshop G**



**Title:** *Why (Some) Black Lives Don't Matter and What to Do: Interactionist and Intersectional Perspectives*

**Presenter and Panelists:** **James A. Forte, PhD**

*Professor, Salisbury University, Salisbury*

**Michael Odeyemi**

*MSW Candidate, Salisbury University, and*

**Anthony Wilson**

*MSW Candidate, Salisbury University,*

**Synopsis:** The "color line" problem analyzed by W.E.B. Du Bois in 1903 continues as a complex, enduring, intractable, and tragic stain on our collective complexion. Young Black males in many American communities are commonly profiled because of their skin tone and are vulnerable to violent responses from the police officers they encounter. We will make the case that



social workers need to embrace a theory-guided, evidence-informed approach to understand and meet this grand challenge. Specifically, we will demonstrate how to identify the key ideas and propositions of a theoretical perspective blending Blumer's interactionist race prejudice theory and Crenshaw's intersectionality approach. We will appraise the theory using a critical thinking approach that emphasizes social work standards related to justice and research support, and seek theory validation from panel members reporting on their lived experiences as victims of aggressive, biased policing. We will learn how to reconstruct this integrated theory of racism for direct practice and large-scale advocacy efforts. Finally, we will explore how to refine and apply the applied theory through collaborative practice with varied disciplinary and professional partners.

**Learning Objectives:** Upon completion course, participants will:

1. Learn a puzzle-solving framework for theory-guided, evidence-informed practice in the area of intersecting devalued memberships.
2. Learn about the empirical research examining police violence towards unarmed young Black males.
3. Learn the key assumptions, concepts, and propositions of the interactionist-interactional theory of racism.
4. Learn a critical thinking approach to appraising this interactionist-intersectional theory/research knowledge using social work standards including evidence and justice.
5. Learn key theory and evidence-derived directives for assessment and intervention related to racist interaction patterns, cultures, and structures across micro, meso, and macro systems;
6. Learn a framework for collaborating with other professionals to change the ways that marginal and oppressed black groups don't matter.

## Workshop H



**Title:** *Advancing Skills in Group Supervision*

**Presenter:** **Joanna Frankel, MSW, LCSW-C**

*Director of Social Services, Howard County Health Park; Social Work Consultant*

**Synopsis:** It is common for social workers to prefer individualized supervision. However, it is important to explore reasons why group supervision is highly beneficial. In this interactive seminar participants will learn why group supervision is helpful while experiencing some creative techniques. The participant will leave with skills and creative ideas to help implement group supervision in the workplace and privately.

**Learning Objectives:** At the end of this workshop, participants will:

1. Recognize best practices and what is important to incorporate during group work
2. Appreciate the opportunity it provides social workers to have the support and ability to learn from co-supervisees
3. Understand the utilization of group supervision and identify when it is helpful
4. Grasping the benefits of group work and why it should be strongly considered for supervision
5. Learn to enjoy and have fun with group work

**Please note:** *This workshop meets the three-hour Supervision requirement of the Maryland Board of Social Work Examiners for license renewal.*



## Workshop I

**Title:** *Conflict Resolution: Strategies for Social Workers*

**Presenters:** **Donna Duquette, JD, and**

**John Spiegel, JD**

*Mediation Office of John Spiegel, JD & Donna Duquette, JD, LLC*

**Synopsis:** In the course of training and practice social workers develop an array of powerful communications skills. The goal of this workshop is to provide a framework for utilizing these skills specifically for conflict resolution. This interactive workshop will present both theory and skill-building techniques. Participants will learn: five

different conflict styles, three powerful conflict resolution principles, how to listen specifically to encourage good thinking, and techniques for reframing blaming and judgmental language.

**Learning Objectives:** Upon completion of this workshop, participants will learn:

1. A positive conceptual framework for thinking about disputes
2. Five conflict “styles”
3. Three powerful conflict resolutions principles
4. Techniques for reframing blaming or judgmental language into language that is more likely to be heard as compassionate and connecting; and
5. Useful communication and listening skills, specifically for conflict situations

## Workshop J



**Title:** *Addressing Ethical Issues when Making Required Reports of Child Maltreatment*

**Presenter:** Gisele Ferretto, LCSW-C

*Clinical Instructor, University of MD School of Social Work*

**Synopsis:** The Child Abuse and Neglect law changed and new definitions went into effect in October, 2017. In this workshop the presenter will update participants on these changes and other recent changes in the child maltreatment reporting law. The focus will be to explore the issues concerning making mandated reports of child maltreatment while maintaining the therapeutic relationship. Content will address the complex legal, ethical, and therapeutic issues that arise when making required reports of suspected maltreatment. Content will also explore the complex issue of making reports when an adult discloses he/she was maltreated as a child.

**Learning Objectives:** Upon completion of this workshop participants will:

1. Distinguish the basic elements and terms which define child physical abuse, child sexual abuse and substantial risk of sexual abuse, child neglect, and mental injury.
2. Apply professional values, ethical concepts and current statute when making reports concerning suspected harm or maltreatment.
3. Demonstrate an understanding of the reporting requirements (Who, When, Immunity, Exceptions) including reporting when the individual is no longer a child.
4. Explore the use of the Maryland Statute and Regulations which govern practice in social work settings as well as the professional ethical code.
5. Explore strategies and a model for ethical decision making for minimizing risk when responding to ethical issues and dilemmas.
6. Self-reflect and evaluate their practice when faced with ethical decision making concerning reports of child maltreatment and harm.

**Please note:** *This workshop qualifies for the Maryland Board of Social Work Examiners’ 3-hour ethics requirement for license renewal.*

## Workshop K



**Title:** *Financial Social Work “101” and how You Can Integrate it into Your Practice*

**Presenter:** Christine Callahan, Ph.D., LCSW-C

*Research Assistant Professor*

*University of MD School of Social Work*

*Financial Social Work Initiative*

**Synopsis:** The presenter will provide an overview of financial social work along with concepts on its framework, interventions, and skill-building aspects. The clients and families whom social workers serve are often struggling with financial

issues and stress--at times compounding other psychosocial stressors. Attendees will learn how to integrate concepts within their practice and their interventions in order to broach conversations with clients and learn about elements and resources to ease financial strain.

**Learning Objectives:** Social workers will:

1. Get an overview of financial social work and how it is emerging today in social work practice
2. Learn more about the basics of financial issues and how they impact clients' lives
3. Learn how to integrate financial social work concepts into practice and to have a practice that is especially sensitive to clients' financial and psychosocial needs

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