Mikulski Set to Headline 2017 Fall Conferences

By Lauren Herman, BSW Board Rep.

With fall approaching, we are all getting very excited about the 2017 Clinical and Macro Conferences. We are looking forward to hearing from our keynote speaker, Barbara A. Mikulski, the impressive and dedicated retired US Senator from Maryland. It is truly an honor to have Senator Mikulski as our keynote speaker. As a longtime member of the Maryland Chapter of NASW and a graduate of the UMB School of Social Work, Senator Mikulski used her social work skills throughout her career to positively impact our state and promoted important policy changes that affected women and children around the nation. She is a faithful and passionate model of how social workers can advocate for multiple issues and populations through individual and collective action. While serving in the senate she worked on a multitude of women’s issues, such as the Lily Ledbetter Act, helped authored legislation that enhanced the lives of older Americans, and was an original sponsor of the Social Work Reinvestment Act. At the time of her retirement in January 2017, she had served forty years in Congress (thirty as a U.S. Senator), making her the longest-serving woman in the history of the U.S. Congress and the first woman to chair the powerful Senate Appropriations Committee. She is now on the faculty of the Bloomberg School of Public Health at Johns Hopkins University, where she also serves as consultant to the President.

At the fall conference, instead of a traditional keynote address, Senator Mikulski will engage in a “conversation” with Dr. Michael Reisch, Daniel Thursz Distinguished Professor of Social Justice at UMB, and the Senator’s former campaign manager. She will also answer questions from the audience. This informal approach will highlight the key lessons Senator Mikulski has learned during her distinguished career and provide vivid illustrations of her statement that “politics is social work with power.”

For the past three years our Fall Clinical and Macro Conferences occurred simultaneously. We like the way the two integrate and provide attendees more opportunities and experiences, so we decided to do it again this year! Thursday, September 28 will be the first day of the Clinical Conference and will also be the date of the Macro Conference. The Clinical Conference will continue on Friday, but Macro practitioners will also find exciting selections that will appeal to their work on that day. The exciting combination of clinical and macro focused presentations and discussions offers plentiful opportunities to learn, grow, and interact and communicate with clients, raising fundamentally new questions about the meaning of the social worker–client relationship.

New Standards for Technology in Social Work Practice


Social workers’ use of technology is proliferating. Technology has transformed the nature of social work practice and greatly expanded social workers’ ability to assist people in need. Contemporary social workers can provide services to individual clients by using online counseling, telephone counseling, videoconferencing, self-guided Web-based interventions, electronic social networks, mobile apps, automated tutorials, e-mail, text messages, and a host of other services. Social workers’ use of technology has created new ways to interact and communicate with clients, raising fundamentally new questions about the meaning of the social worker–client relationship.

In addition, social workers use various forms of technology to access, gather, and manage information about clients. Social workers maintain encrypted electronic records, store sensitive information on their smartphones and in the “cloud,” and have the capacity to search for information about clients using Internet search engines. Social workers use technology in creative ways to address compelling social justice issues, organize communities, administer organizations, and develop social policy. Social workers also explore and develop new technologies for practice and disseminate them with colleagues.

Technology has also influenced social work education and broadened its reach. Today’s students may take courses online, view prerecorded lectures posted on Internet-based course sites, participate in online social work practice simulations, interact...
The Times they are a Changin’

I have been actively engaged in social work for close to 40 years, and in my history with the profession change is constant. Social work over the past 60 years has been viewed as a profession working for the dignity, worth, and potential of all people regardless of circumstances. It appears that social work is once again on the receiving end of hard times projected by the Trump administration. Unfortunately, it is not the first time this has happened. We all need an opportunity for some recreation and refreshment of mind and body. Americans are notoriously bad about taking the vacation time which is allotted us. As social workers we give and give of ourselves in an effort to serve our clients and our employers. Don’t forget to take care of yourself or you will be giving from a diminished self.

For some of us, the summer provides an opportunity for a change of pace. Things may slow down — particularly if you are a school social worker, student, or faculty member. Others may have to force the break because it doesn’t occur as naturally, but we should all take time off or schedule it for the near future. Make a commitment now — don’t finish the year with unused vacation time!

Some of our members find themselves facing not just summer but an even more significant fork in the road — the beginning or the end of their careers. I have spoken with young social workers just graduating from school who are studying and taking their licensing exams, looking for first jobs, or enjoying one last summer of travel and rest before jumping into a life of work days and schedules.

On the other end of the spectrum, I have had many conversations with members who have spent the last 30, 40, or 50 years working in all manners of agencies and settings, with all types of clients who are looking at full or semi-retirement.

Beginnings and endings; What does NASW have to offer you?

As social workers we acknowledge and recognize the worth of everyone. We believe that Americans can improve the human dignity, welfare, and rights of all citizens. A problem I find in the current administration is that many issues and concerns rest not only in our history but also in our future. We can talk about changing times from the historical perspective, but my concern is based upon our professional principles, how the profession got started and what our grand challenges are — especially in the key components of advocacy, social justice, equality, immigration, and human rights.

As you think back on the history of our previous administrations look at the milestones we’ve encountered. I encourage you to review some of the social issues of the time during the last 30 years, beginning with Ronald Reagan and going forward to George H.W. Bush, Bill Clinton, George W. Bush, Barack Obama, and now Donald Trump. During all of these presidencies it is hard to pick the times that were better than good for our cause. Each one of these administrations had issues and concerns that we’ve had to deal with; social justice, advocacy and equality, and poverty.

I believe that with all the hard times we’ve faced, the future brings new opportunities for young people to take advantage of based on their inspiration and passion. Recently I spoke with some young social workers, and I am encouraged by their passion for equality and their desire to help those with the greatest needs. Our focus has always been on individuals, families, and communities.

In our recent membership survey, we asked members what they believe are ways they can take advantage of opportunities for volunteerism and leadership. We learned that we have a large number of talented social workers who have gone ‘through the ranks’ and continue to serve others in need.

The questions for the future of the association are:

What is an ideal social worker by today’s standards? There are many measures to this, but one of the first things is the necessity for social workers to recognize what issues are most important.

How does one become an ideal social worker? We must focus on the issues and concerns that help galvanize the profession toward a common goal.

I’ve talked to recent graduates who leave me feeling encouraged and inspired by their willingness, passion, and their desire to serve and become advocates for social justice. That is a very important role for young people because going forward we’re going to need their youthful energy to focus on the issues in front of us; in advocacy, social justice, poverty, mental health and substance abuse.

We are looking at a new direction which brings new opportunities. Our future will be defined by not only our seasoned social workers, providing experience, and years of knowledge and wisdom, but also by our young people all working together to bring forth ideas that will help the profession and the people we seek to serve.
Changes to Social Work Licensing Law go into Effect on July 1, 2018

BY DAPHNE L. MCCLELLAN, Ph.D, MSW

We were successful in bringing about major changes to the Social Work Practice Act in this year’s General Assembly session, which were covered in the Winter and Spring issues of The Maryland Social Worker and can be accessed from our home page at nasw-md.org. In addition, the BSWE sent out information about the new law to all licensed social workers. It is important that we wait for the regulations necessary to carry out the changes in the law. The legislation requires that the BSWE promulgate the regulations by July 1, 2018. Until then, the current law and regulations remain in effect.

In an effort at clarity, some issues which have caused the most concern and confusion are as follows:

Under the new law there will be two new phrases: “independent practice” and “private practice.” Independent practice is a status whereby one is no longer required by the BSWE to be supervised by another social worker. Currently, people licensed at the LCSW or LCSW-C level are Independent Practitioners, do not have to be supervised. However, LCSW’s must still be supervised by an LCSW-C when engaged in psychotherapy or when making a diagnosis. After July 1st, LBSW’s and LMSW’s will have the opportunity to become Independent Practitioners as well. This will be accomplished by having appropriate supervision by a board approved supervisor for at least 3 years (4,500 work hours) and applying in a form approved by the BSWE. Supervision may still be required by your employer, even if you are an Independent Practitioner.

Independent Practitioner status DOES NOT mean Private Practice. Private practice is defined in the new law as an LCSW-C who engages in psychotherapy in exchange for direct payment, third-party reimbursement, or on a pro bono basis. The term is further defined by stating that the LCSW-C providing the psychotherapy assumes responsibility and accountability for the nature and quality of the services provided to the client.

LGSW’s and LCSW’s will still be able to engage in psychotherapy under the new law. However, they must be supervised by an LCSW-C (as under current law) and in that case, the person taking responsibility and accountability for the services provided is the supervisor, not the LGSW or LCSW.

LGSW’s or LCSW’s who already have their own private practice will be given time to advance their licenses to the LCSW-C. If that status is not attained they must close their practice by Dec. 31, 2019.

The new law does not make changes in the process for earning the LCSW or LCSW-C. It only requires TWO years (3,000 hours) of supervised experience and the appropriate advanced exam. The three years of board supervised experience is for those who ARE NOT seeking the advanced licensure of an LCSW or LCSW-C but are interested in demonstrating they have had supervised experience sufficient to practice independently.

Under the new law those who have been licensed as LBSW’s or LGSW’s for at least ten years and have been practicing social work for at least ten years will be permitted to be grandfathered into the LBSW or LMSW Independent Practitioner status.

Please note that these changes do not take effect until July 1, 2018 and exactly how they will be carried out is up to the BSWE and the regulations they pass. This will be a process started by the Statutes and Regulations Committee of the Board of Social Work Examiners, and they have assured us that social work stakeholders (professional associations, schools of social work, and social work employers) will have the opportunity to be involved in the vetting of the proposed regulations.

Keep watching this space and be sure to read any communications from the BSWE for further information as it develops.

Congratulations!

PAT WATSON won a free admittance to this year’s Macro Conference after completing our online survey. Be sure to keep an eye on your email inbox for other similar opportunities. We want to hear your voice and you want to win prizes!

It’s a win-win!

To ensure you’re on our list, login at www.socialworkers.org or call 800-742-4089 to update your contact information.
with fellow students enrolled in a course from multiple locations around the world, and listen to podcasts. Social workers have expanded options to satisfy their continuing education requirements by enrolling in live online webinars and attending lectures delivered from remote locations that are transmitted electronically. They may provide and obtain training, supervision, and consultation from distant locations using videoconferencing technology.

These dramatic developments require practice standards in technology. The standards are divided into four main sections and address social workers’ use of electronic technology to (1) provide information to the public; (2) design and deliver services; (3) gather, manage, store, and access information about clients; and (4) educate and supervise social workers. These standards are designed to guide social workers’ use of technology; enhance social workers’ awareness of their ethical responsibilities when using technology; and inform social workers, employers, and the public about practice standards pertaining to social workers’ use of technology. Social workers should consider these standards in conjunction with the NASW Code of Ethics, other social work standards and relevant statutes, and regulations. As new forms of technology continue to emerge, the standards should be adapted as needed.

Each practice standard provides social workers with general guidance on how to use technology in an ethical manner; the “interpretation” sections offer suggestions for implementing these standards in a wide range of circumstances and social work settings. The interpretations provide examples of factors that social workers may consider when making decisions about the appropriate use of technology. The standards and their interpretations are intended to set a minimum core of excellence for appropriate use of technology. The standards and their interpretations are intended to set a minimum core of excellence for professional practice when social workers use technology and to provide a framework to address possible benefits, challenges, and risks that arise when using technology. These guidelines are not intended to suggest that the use of technology is inherently riskier or more problematic than other forms of social work.

The Process:

NASW partnered with ASWB, CSWE, and CSWA to develop a uniform set of technology standards for professional social workers to use as a guide in their practice. The four associations formed the Task Force for Technology Standards in Social Work Practice and jointly developed the Technology Standards in Social Work Practice.

The task force met for almost two years reviewing technology literature in social work services and emerging standards in multiple professions. The task force also reviewed relevant statutes and licensing regulations in various jurisdictions. Multiple drafts were prepared and a draft was released for public comment during the summer of 2016. Many comments were received from individual social workers, social work academicians, and groups including the Grand Challenges for Social Work initiative (American Academy of Social Work and Social Welfare) and representatives of a Web-based macro social work group.

The task force thoroughly reviewed and discussed every submitted comment and revised the draft accordingly. Based on the comments received, the task force established a sub-task force advisory group consisting of social work professionals with extensive technology-related expertise and representatives of a Web-based macro social work group.

In developing these standards, the Task Force for Technology Standards in Social Work Practice used several foundation documents, including the NASW Code of Ethics and the ASWB Model Social Work Practice Act, along with many other sources. The standards use a humanistic framework to ensure that ethical social work practice can be enhanced by the appropriate use of technology. To purchase a copy of the new standards ($4) please visit: http://www.naswpress.org/publications/standards/technology.html

Editor’s Note: NASW-MD member, Julie Gilliam, S.D, MS, BSW was a member of the Sub-Task Force Advisory Group. She will be presenting on the new standards during our upcoming Fall conferences.
Campaign School could be for YOU

Were you aware that currently there is not one social worker in the Maryland General Assembly, in the Virginia legislature, nor in the D.C. City Council? We need to do something about this now because the 2018 elections are not far away. Have you ever worked in a political campaign or considered running for Elective Office? Do you know how to start pursuing a political seat for yourself or someone you believe in? Come to Campaign School! The University of Connecticut School of Social Work has a special department called the Nancy A. Humphreys Institute for Political Social Work. Every spring they offer a two-day campaign school for social workers. Now you don’t have to go to Connecticut to get this great training- the NASW-MD Chapter has joined together with the DC Chapter, CRISP, and several area schools of social work to host a campaign school here in our area. The information is in the ad at right AND you can earn CEUs. This training will fill up fast so register today!

Third Annual Sunday Film Festival

Sunday, September 17, 2017
9:30 a.m. – 4:45 p.m.
NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

Our 3rd Annual Film Festival is a bit different this year, because it will be held at the NASW-MD Chapter office and we will only offer two movies— one in the morning and one in the afternoon. You may attend one or both movies. Lunch will be provided! Space is limited, so sign up early!

Thank you Senator Mikulski!

Driven by her desire to encourage more students to pursue social justice endeavors and political social work, and in lieu of payment for her keynote presentation at our fall conferences, Senator Barbara Mikulski has graciously asked us to apply her honorarium to scholarships for social work students who would like to attend either the Macro Conference (Sept. 28th) or the Campaign School (Oct. 5 & 6). If you are interested in financial assistance to attend one of these conferences, please contact Daphne McClellan at (410) 788-1066 ext. 16.

October 5-6, 2017
Washington, D.C.

Hosted by George Mason University, Howard University, University of Maryland, the Congressional Research Institute for Social Work and Policy and NASW Maryland and DC Chapters

Deciding when and how to Run for Office

Campaign Planning

Fundraising

Using Social Media

Communicating Your Message

Career Paths for Social Workers in Political Settings

Day one

Workshop led by Kate Coyne-McCoy, president of nationally recognized Campaign Fixer / KCM Consulting, training more than 7,000 candidates and assisting with hundreds of successful elections. She’s designed and implemented candidate training and support programs for EMILY’S List and for the Oval Office program at Harvard University while serving as a Fellow in the Women’s Public Policy Program. Kate is a trained social worker, an experienced advocate, coalition builder, effective organizer, knowledgeable recruiter, skilled fundraiser, powerful and dynamic facilitator and former candidate for Congress.

Day two

Features interactive workshops and panels led by highly regarded political social workers and current elected officials. Participants will learn valuable skills that can be applied to any practice setting.

“Politics is social work with power.”
Sen. Barbara Mikulski

THURSDAY
8:30 am Registration
9:00 am - 5:00 pm

FRIDAY
9:00 am - 4:00 pm

lunch provided both days

National Education Association
1201 16th Street NW (corner of M St)
Washington, D.C.

REGISTER ONLINE
nasw-md.org

$50 Students
$175 All Others

10% discount for registrations received by 9/5/17

Questions?
Contact Daphne McClellan,
NASW MD
nasw.md@verizon.net
(410) 788-1066 ext. 16

Attendee’s eligible to earn 12 CEUs.
In April 2017 NASW-MD conducted a survey of current and past members to get a better idea of how to best serve social workers in Maryland. The Chapter enjoyed a better than expected response rate; more than 15% completed the survey. Thank you to all who took the time to give us feedback! There was a lot of an incentive, and we’re glad to report that Angela Lagano won a year’s NASW membership.

Nearly 75% of respondents would recommend membership in the organization, leading us to think that — for the most part — our chapter is headed in the right direction. However, the survey identified several areas for improvement, and we’re working to address each of them.

As is true for the profession, the survey revealed a tension between clinical/macrorole practice and respondents’ interests were split between protecting the profession and the people we serve. Beyond that, however, there was a greater truth that became clear: the more involved members are, the greater value they found in membership. The survey also found respondents have very clear ideas about the future of our professional organization.

A significant majority of members expect NASW-MD to protect the social work profession. In pursuit of this goal, the organization sought some significant changes through recent licensure legislation. After a successful effort, Maryland law will soon allow Independent Practitioner status among those MSWs and BSWs who have long been required to have supervisory decades into their career. In addition, it clarifies the law around private supervision.

Respondents also looked for alternative payment methods (e.g. quarterly, monthly) which the Maryland Chapter is aggressively pursuing to pilot among NASW chapters. Though this decision will be made at the national NASW level, it’s our hope that this option will be available in the coming months.

What was true across almost all respondents was a desire to connect with colleagues. To that end, NASW-MD will be adding some social and networking opportunities events across the state. One example is the town hall and happy hour at the fall conference, but there will be plenty more as our new branch representatives plan events in their local areas. (Members, please keep an eye on your inbox for your invitation.) In the works are lunch-and-learns, social gatherings, and other networking opportunities.

NASW Maryland Chapter is keenly interested in meeting the needs of social workers throughout Maryland, which requires the contribution of members and non-members; our legislative agenda and working opportunities.

Your Chapter, Working for You

by Christy Page Bullman, MSW, MAG

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NASW Maryland Chapter is keenly interested in meeting the needs of social workers throughout Maryland, which requires the contribution of members and non-members; our legislative agenda and CEU offerings are directly shaped by the participation and input of members from across the state. If you’d like to join the conversation, contact Daphne McClellan, Executive Director at dmcclellan.naswmd@socialworkers.org.

CHAI (Counselors Helping South Asians) is the newest addition to the Pro Bono Counseling Project’s programs and is dedicated to the mental wellness of members of the South Asian community. CHAI was founded in 2001 as an independent organization and has since worked to reduce the stigma surrounding mental illness in the South Asian community. CHAI has provided access to mental healthcare for community members and educational forums on the topic. In 2017, CHAI merged with the Pro Bono Counseling Project to become one of its special programs. The two organizations have a long-standing history of cooperation, and will continue CHAI’s mission in the future. We welcome the participation of all mental health professionals as part of our clinician network or to assist with community outreach.

If you are interested in becoming a part of our clinician network, please contact Sherri Bloom, LCSW-C at sherri@probonocounseling.org.

For more information about CHAI please visit our webpage: probonocounseling.org/special_programs/CHAI
The Life Cycle of Private Practice

DIONNE BROWN-BUSHROD, LCSW-C
NASW-MD PRIVATE PRACTICE COMMITTEE CHAIR

The NASW-MD Private Practice Committee (PPC) will bring a new private practice intensive to NASW-MD’s 12th Annual Clinical Conference. Put on your hard hat and lace your steel-toed boots because it’s time to go to work with Private Practice from Start to Close: A Walk through the Nuts, Bolts, and Glue.

Over a two day period, the intensive follows the life cycle of private practice. On Day 1, participants will reach into their tool box for their flashlights to assist them with Lighting the Way to Private Practice. This morning workshop gives participants the necessary tools to build a private practice.

In the afternoon, participants will walk through a meditative journey by learning how to incorporate healing arts in their practice. The workshop, entitled Beyond CBT: Infusing Alternative Treatment Methods to Improve Client Care will give participants ideas on how to maintain their practice by adding creativity and vitality in clinical work.

Day 2 introduces participants to identify when their private practice structure needs to be moved, torn down, or closed. Friday morning’s workshop, Transition, Interruption, or Termination of a Private Practice will address the clinical and business needs and issues that arise when closing a practice. In the afternoon, participants will learn about various methods of technology that can be used throughout the private practice life cycle in the workshop, Welcome to the Tech World: Incorporating Technology in Your Private Practice.

For participants who want a quick peek into private practice the PPC hosts a post-conference session on Thursday evening from 5:15 p.m. – 6:45 pm. Learn from others in private practice, network, beat the mad traffic of rush hour, enjoy some delicious pizza, and earn 1.5 Category II CEUs.

Whatever your interests from building and maintaining to closing or simply considering a private practice, if you are an NASW-MD member please join the PPC so you can be involved in next year’s conference planning and participate in our other activities.

We represent our peers in NASW-MD. We are involved in political advocacy for issues that concern private practitioners and our clients (such as assisting in drafting legislation).

We offer FREE monthly peer clinical case consultation, which is eligible for 1.5 Cat II continuing education credits.

We have monthly meetings to discuss information relevant to growing and thriving in private practice.

The Social Work Career Center is a robust career Web site for social workers, where you can search national job listings and find professional development and career resources.

Visit the Social Work Career Center today to:
• Post your résumé to reach social work employers
• Search and apply for social work job postings nationwide
• Receive e-mail alerts when a new job has been posted
• Learn about social work salary trends, publications, social work practice areas, licensing, and much more
• Subscribe to our “Career News” e-newsletter.

Visit the Social Work Career Center at CAREERS.socialworkers.org.
The Struggle for Housing Justice

JEFF SINGER, MSW
AND LAUREN SIEGEL, LCSW-C

Once we were shocked to see our neighbors begging at busy intersections, sleeping in encampments under expressways, or slipping into abandoned houses as night approached. No more. The effects of the marketplace’s maladjustment of wealth and the commodities it purchases (e.g. housing and health care) litter the landscape. Despite the proliferation of safety net programs and non-profit agencies, millions of Americans cannot afford housing, health care, and other necessities.

As social workers, we are called to respond to these injustices. On June 28th and 29th, social workers and others fighting for justice confronted the Secretary of the U.S. Department of Housing and Urban Development, Dr. Ben Carson, in Baltimore. Carson has proposed drastic spending cuts for HUD programs, as well as policies that will manufacture evictions and homelessness among our most impoverished neighbors. We implored him to expand, rather than contract, the housing subsidies and grants that assist the victims of the marketplace.

In Maryland, there is a gap of 119,241 housing units for our most impoverished residents1; in Baltimore City, 100,615 households with incomes below $45,550 [below 50% of Area Median Income] compete for 28,044 subsidized housing units2. Each year 150,000 rent cases are litigated (below 50% of Area Median Income) coming from families residing in their automobiles, the rise of conservatism and its tenet of privatization supported by every president since Richard Nixon; the new enclosure of public spaces in the interests of “security,” as informal class warfare and income disparities grow. Other aspects of homelessness and housing injustice are merely the current expressions of historical processes.

For example, the constant renewal of urban spaces is planned and implemented by those who control capital, in the interests of the circulation of that capital as it seeks higher returns. Here is Plutarch’s description of Crassus in the Fourth Century B.C.: “the unprincipled rent profiteer made his fortune largely by buying up neighboring tenements at calamity prices in times of conflagration.”3 A straight line runs from Crassus to Kushner.

Although U.S. housing policy has never adequately served our most impoverished neighbors, the Obama and Trump Administrations have been especially unhelpful. Obama’s HUD implemented the Bush proposal to privatize public housing – a program called the Rental Assistance Demonstration Project, or RAD. In Baltimore this has resulted in conveying 22 publicly owned housing projects – occupied primarily by seniors and people with disabilities – to private developers, threatening the rights of tenants and costing taxpayers additional dollars in order to guarantee developers’ profits.

The Trump Administration promises not only to expand this privatization, but proposes to reduce affordable housing spending (already 60% lower than in 1978) by an additional 15%, while eliminating CDBG, HOME, and the National Housing Trust Fund. Concomitantly, all tenants of subsidized housing would be required to pay 35% of their income for housing (an increase from the 30% level in effect for more than forty years), in addition to paying for all of their utility costs. These policy changes surely will burden social workers, who must seek scarce private funds for utility cutoffs, eviction prevention, and transportation.

Addressing the enormous changes in housing policy will require tenacity and creativity from social workers. When social workers integrate micro-social activities (e.g., assisting individuals to meet basic needs) with macro-social activities (e.g., advocating with our clients for sensible public policies that protect our vulnerable neighbors), we most effectively represent our values, while building the world in which we wish to live.

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1 Perhaps, in part, because of this proliferation – does the existence of the nonprofit sector provide a balm to the uneasy liberal conscience, which otherwise might fight even harder for just social policies?
5 128,200 renter households in Baltimore per the U.S. Census Bureau - https://www.census.gov/quickfacts/fact/table/baltimorecitymarylandMD/HSG010216
7 The reported number of people experiencing homelessness is likely too small by at least a factor of two – see Burt, Martha and Wikins, Carole, “Estimating the Need Projecting from Point-in-Time to Annual Estimates of the Number of Homeless People in a Community and Using this Information to Plan for Permanent Supportive Housing”, Corporation for Supportive Housing, 2010
8 https://www.washingtonpost.com/investigations/trump-seeks-sharp-cuts-to-housing-aid-exception-for-program-that-brings-him-millions/2017/06/20/1bf7de3b-5531-11e7-a7e9-a6587f584876_story.html?utm_term=.d1fedda443
11 Life of Crassus, as quoted in Fowler, W. 1909: 31.
Five Ways To Reduce Ageism or Reverse Ageism When Working With Clients

C an you imagine bashing someone of another race, religion, or sexual orientation at work? Of course not. So why do some organizations sit by and allow their employees to berate people based on age?

Recently a team of Gen-Xers and Baby Boomers told me about a “problem employee” at their workplace. They described the employee’s behavior as unprofessional, overly emotional, reactive, and self-centered. When they offered examples to support those claims, I agreed they had a problem on their hands. I was shocked when one member of the team said, “You know, he’s the typical Millennial,” while her supervisor nodded in agreement.

The behavior the team described was certainly a concern. It sounded as if the employee had traits consistent with an untreated mental health condition, but did this employee sound like “the typical Millennial”? The answer is no.

Millennials are a simply a generation of people. As a demographic they may seek different age groups. If your organization is age-stereotyping clients, patients and colleagues: 1. Acknowledge that age diversity should be respected and embraced. Don’t participate in perpetuating stereotypes about any generation. Making jokes about how Millennials are narcissistic or that the oldest generations can’t handle technology should not be tolerated in any workplace.

2. When working with patients, clients, and colleagues of different generations, pay particular attention to body language and facial expressions. Sometimes clients and patients don’t tell you they don’t understand a remark for fear of seeming ignorant; but you will usually observe confusion expressed in body language and/or facial expressions.

3. If you are older than most of your patients, clients, and colleagues, be cautious about metaphors or references that may seem “dated.”

4. If you are younger than most of your patients, clients, and colleagues, avoid saying, “that must have been before my time.” It’s more sensitive to mention that you simply don’t understand a comment and request clarification.

5. If you are a manager or supervisor, coordinate or suggest staff attendance at a training or workshop about age sensitivity. NASW’s Code of Ethics encourages this: 1.05 Cultural Competence and Social Diversity (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Here are 5 tips for increasing age sensitivity with clients, patients and colleagues:

1. Acknowledge that age diversity should be respected and embraced. Don’t participate in perpetuating stereotypes about any generation. Making jokes about how Millennials are narcissistic or that the oldest generations can’t handle technology should not be tolerated in any workplace.

2. When working with patients, clients, and colleagues of different generations, pay particular attention to body language and facial expressions. Sometimes clients and patients don’t tell you they don’t understand a remark for fear of seeming ignorant; but you will usually observe confusion expressed in body language and/or facial expressions.

3. If you are older than most of your patients, clients, and colleagues, be cautious about metaphors or references that may seem “dated.”

4. If you are younger than most of your patients, clients, and colleagues, avoid saying, “that must have been before my time.” It’s more sensitive to mention that you simply don’t understand a comment and request clarification.

5. If you are a manager or supervisor, coordinate or suggest staff attendance at a training or workshop about age sensitivity. NASW’s Code of Ethics encourages this: 1.05 Cultural Competence and Social Diversity (c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Jennifer L. FitzPatrick, LCSW-C, CSP (Certified Speaking Professional), a gerontology instructor at Johns Hopkins University is the author of Cruising Through Caregiving: Reducing The Stress of Caring For Your Loved One. The founder of Generation Health Education, Inc. she helps organizations and individuals better understand what’s important to different generations. You can find her at www.generationhealth.com or on twitter @ Fitzgeraldijen. To download the first chapter of Cruising Through Caregiving for FREE go to www.cruisingthroughcaregiving.com.
**Learning Objectives:** After attending this workshop participants will be able to: 1. Identify a range of appropriate and evidenced-based interventions; 2. Explore safety issues and how to minimize risk concerns; 3. Describe the difference between mentoring and coaching; 4. Establish an effective supervisor-supervision relationship; 5. Learn about contracting, case review and group supervision. 6. Become educated about liability issues and documentation.

*Please note: This is part I of a one day session which is continued in the afternoon.*

*Please note: Upon completing all 12 hours (AI, II, III, and IV) both the Supervision certification hours and the BSWE’s 3 hour ethics requirement will be met.*
PROCEDURES (INCLUDING BETA INFORMATION FOR THE COURSE, PARTICIPANTS WILL:

1. Understand at least two negative and positive common problematic dynamics clinical leaders experience in the mental health field. 2. Differentiate between rules-based and principles-based leadership. 3. Identify personal strengths and weaknesses in your existing leadership skills. 4. Recognize burn out in yourself and others – revitalize and rejuvenate. 5. Gain new insights and useful ideas to build and foster a cohesive team.

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

1. Understand common cognitive distortions's affecting management in the mental health field. 2. Differentiate between rules-based and principles-based leadership. 3. Identify personal strengths and weaknesses in your existing leadership skills. 4. Recognize and maintain a cohesive team.

WORKSHOP J
ETHICAL CONSIDERATIONS WHEN ESTABLISHING AND MAINTAINING AN ENVIRONMENT THAT EMBRACES NEURODIVERSITY IN THE WORKPLACE

Jennifer Klingler, LCSW-C, Psychologist, private practice

Synopsis: Beginning in practice, providers find a niche that may include more accepted or recognized treatment methods. After successful clinical and business development, the provider can become burned out or bored and this can lead to clinical and business fatigue. Why not give your business a boost? Consider alternative treatment methods that will ingratiate your client success and your provider stamina. This workshop will introduce participants to alternative medication strategies using Tai Chi. It will also involve some experiential learning, such as walking through some Tai Sn, gentle yoga, seated meditation, and coloring meditation.

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

1. Be introduced to Tai Chi. 2. Learn how to incorporate alternative medication in their clinical practice. 3. Become familiar with promoting a clinical practice that uses alternative medication methods.

WORKSHOP D2

Carlton Munson, Ph.D., LCSW-C, Professor, UMB School of Social Work

*Please note: this workshop is part two of a two part workshop. See description for Workshop D1 above.

*Please note: After completing the full six hours of this workshop the Maryland Board of Social Work Examiners’ 3-hour ethics requirement for license renewal will be met.

WORKSHOP I
EFFECTIVE LEADERSHIP IN THE MENTAL HEALTH WORLD: USING PRINCIPLES-BASED STRATEGIES IN CLINICAL MANAGEMENT

Joanne M. Boyle, MSW, LCSW-C, Deputy District Director, Reentry Counseling Services

Synopsis: Leadership in the mental health field presents very unique challenges. In this workshop we will explore common problematic dynamics clinical leaders experience in the mental health world. Learn how to assist burnout staff members, utilize supervision to teach and mentor, and foster cohesion among employees. This workshop will give you valuable insights and leadership tools to successfully manage and maintain a cohesive team.

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

1. Understand common cognitive distortions affecting management in the mental health field. 2. Differentiate between rules-based and principles-based leadership. 3. Identify personal strengths and weaknesses in your existing leadership skills. 4. Recognize burnout in yourself and others – revitalize and rejuvenate. 5. Gain new insights and useful ideas to build and foster a cohesive team.

WORKSHOP F
PUTTING YOUR BEST FOOT FORWARD: FIRST IMPRESSIONS AND MAINTAINING PROFESSIONAL BOUNDARIES

Stephanie Goldstein, BSW, LBSW, Director of Social Work, Genesis Multi Medical Center; Towson; and Presenter, Jenerations Health Education Synopsis: It's in this workshop, attendees will obtain a basic understanding of the role and significance of body language and non-verbal communication with the focus on making a positive first impression. Attendees will learn to identify and evaluate body language and implications as it pertains to perception, evaluate and discuss the perspective of the client, and understand the role of maintaining appropriate and professional boundaries and the consequences of overstepping boundaries.

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

1. Understand at least two negative and positive common problematic dynamics clinical leaders experience in the mental health world. 2. Differentiate between rules-based and principles-based leadership. 3. Identify personal strengths and weaknesses in your existing leadership skills. 4. Identify when boundaries are broken and the consequences of overstepping boundaries. 5. Gain new insights and useful ideas to build and foster a cohesive team.

WORKSHOP J
ETHICAL CONSIDERATIONS WHEN ESTABLISHING AND MAINTAINING AN ENVIRONMENT THAT EMBRACES NEURODIVERSITY IN THE WORKPLACE

Melanie Pinkett-Davis, LCSW-C, Director of Clinical Services, Itineris, Inc., Baltimore

Synopsis: The NASW Code of Ethics calls upon social workers to respect the inherent dignity and worth of all people. As individuals with more diverse intellectual gifts are entering the workplace, social workers must increase their knowledge of the unique strengths and neurodiversity embodied in each individual. Maximizing opportunities for success for all employees requires a comprehensive understanding of developmental disabilities such as Autism Spectrum Disorder and the manifestations of neurodiversity in the workplace. Attendees will receive information regarding supports and strategies that can maximize opportunities for success in the workplace as utilized within a comprehensive supported employment program. Additionally, an adult autism advocate will provide attendees with insights regarding the experiences of individuals from neuro diverse populations. Additional discussion will include recommendations for communicating with individuals in manners that are not solely reliant on verbal exchanges.

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

1. Increase their understanding of the characteristics of autism spectrum disorder as it may impact the workplace. 2. Receive information on modifications and supports that can be utilized to support neurodiversity in the workplace. 3. Broaden their aptitude for incorporating more diverse communication modalities in an effort to support communication with individuals with varying levels of communication abilities.

WORKSHOP A-PART III
ADMINISTRATIVE SUPERVISION- PART III

Pamela Love Manning, Ph.D., MSW

Certified coach, speaker, author, & founder of the Finishers Network, Baltimore

Synopsis: This one-day session will cover important aspects of administrative supervision for effective service delivery. Attendees will learn about the importance of clear roles and boundaries, techniques for effective communication across generations, emotional intelligence, and best practices for enhancing processes and outcomes using evaluation, training, and professional development.

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

1. Understand the role and functions of supervisors from an administrative perspective. 2. Discuss the importance of clear roles and boundaries in the supervisory relationship. 3. Understand how theories and best practices in the supervisor system inform the supervisory process. 4. Identify strategies for effective communication and conflict resolution when diversity (gender/sex, race, age, culture) negatively impacts work productivity and interpersonal relationships; 5. Discuss the impact of emotional intelligence on productivity, staff retention, morale, and the organizational culture and climate. 6. Understand how supervision enhances the professional functioning of supervisors; 7. Identify best practices for evaluation, training, and development to enhance the supervision process and client/agency outcomes.

*Please note: This is the first part of a full day workshop which is continued in the afternoon session.

*Please note: After completing all 12 hours (A I, A II, A III, and A IV), both the Supervision certification hours and the BSWE’s 3 hour ethics requirement will be met.

WORKSHOP K
SOCIAL WORKERS AS CAREGIVERS: ETHICAL CHALLENGES OF CARING FOR CLIENTS, FAMILY MEMBERS, AND SELF: ALL AT THE SAME TIME!

Suzanne Cox, LCSW-C, MBA

Team leader, Continuous Care Team, UMBS/WPPC Clinics, Baltimore

Synopsis: Imagine working all day as a social worker taking care of others and then going home only to continue to serve as a caregiver for an aging parent, a disabled spouse, or another loved one. According to AARP and the National Alliance for Caregiving (2015), a typical caregiver in the US nearly 44 million adults offering unpaid care to an adult relative or friend who lives with or close to the care recipient is female, works a full time job, spends more than 24 hours per week providing care, and has done so for 4 years. The chance of becoming a caregiver is significant — one in six will be called on to do this and social workers are no exception. This workshop will examine the personal, professional, and ethical challenges inherent in performing both roles simultaneously.

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

1. Differentiate between personal and professional caregiving and identify the potential tasks which can and should occur in each; 2. Evaluate the challenges that professionals face when giving care becomes personal, and pose a framework for resolving, as much as possible, potential conflicts of interest that can arise in both personal and professional roles; 3. Compare and contrast boundary issues faced by
ANNUAL CLINICAL CONFERENCE
September 28-29, 2017
The Conference Center  Maritime Institute of Technology  692 Maritime Boulevard  Lithicum Heights, MD 21090

WORKSHOP N
Predicting Violent Behavior Related to Mental Illness and Gang Intervention
David Shrank, MSW, LCSW-C, LICSW
Founder and CEO, Empowerment Behavioral Health
Services
Synopsis: This workshop is meant to increase understanding about how diagnosis, mental health history, and previous and current social and cultural activities lead to current and future actions when predicting violent behavior. The presenter will discuss rapport building and how to better understand the client’s mental state, and how it relates to past history in order to predict future actions. Ways a clinician can practice self-protection and stay away from the client to prevent being attacked will also be discussed. Attendees will learn about gangs, gang culture, and how to remain safe when providing gang intervention in a risky situation (especially for those in jail/prison diversion related jobs), and will learn to recognize and understand the difference between instinct and anxiety and the effects both have regarding overall awareness and keeping safe.
Learning Objectives: Upon completion of this workshop, participants will: 1. Learn how to build rapport and assess the client and surroundings to determine what could lead to violent behavior; 2. Learn how to look at past assessments to understand what parts of behavior, diagnosis, and legal issues have clear potential to lead to violent behavior; 3. Learn aspects of gang culture and how to build rapport with gang members to provide services while keeping safe; 4. Understand how to develop and use instinct to keep the client and learn how to reduce anxiety so as to respond to instinct and not anxiety.

WORKSHOP O
Social Work and Technology Standards Overview
Jules Gilliam, Sc.D., M.S.
Lead Instructional Technologist, University of Maryland School of Social Work
Synopsis: The goal of this workshop is to understand how social workers can design and use the digital technologies to connect with individuals, families, and groups employing the social work technology standards. The presenter will investigate how the use of technology impacts communities, organizations, administration, and policy. The instructor will review how to gather, manage, and store information under the formalized standards. Lastly, the workshop will illustrate how the use of technology impacts social work.
Learning Objectives: Upon completion of this workshop, participants will: 1. Understand how the new technology standards document applies to their role as a social worker; 2. Be able to utilize and identify tools to gather, manage, and store information using the technology standards recommendations; 3. Be able to confidently, effectively and efficiently use technology to enhance their role as a social worker.

FRIDAY LUNCH (PROVIDED)
12:15 p.m. – 1:00 p.m.
Please leave early enough to arrive at your afternoon workshop on time.

WORKSHOP P
Diana Reim, M.Ed., MSW, LCSW Consultant, Choice Consulting and Training, Easton
Synopsis: S.M.A.R.T. RECOVERY is a non-profit Cognitive Behavioral self-help strategy for additive behavior problems. Courts have made it clear that clients are entitled to treatment alternatives other than mandatory participation in Alcoholics Anonymous. Providing information about this alternative is congruent with the social work principle of client self-determination. In this depth introduction to S.M.A.R.T. provides mental health professionals of all degrees of experience and involvement with addiction: background information and practical strategies for immediate use with clients.

WORKSHOP Q
Welcome to the Tech World: Incorporating Technology in Your Private Practice
Dionne Brown Bushrod, LCSW-C
Owner, Prosperity Redefined, LLC
Jennifer Klingler, LCSW-C
Psychotherapist, private practice
Art Wagner, LCSW-C
Psychotherapist, private practice
Synopsis: Can technology and clinical practice or technology and business practice co-exist? The answer is yes – and it exists even where one wishes it didn’t. In this ever-changing world of technology, business survival depends on the use of technology – everything from how to become available by telephone, applying to be credentialed with insurance companies, engaging clients, marketing your business, networking, and client care. In this workshop, the presenters explore the usefulness of technology in business and client care for the most tech savvy private practice to the tech resistant social worker. Participants will be introduced to standards of practice in using technology and practical uses of technology.
Learning Objectives: Upon completion of this workshop participants will: 1. Learn proper methods in technology and client care; 2. Examine administrative uses for technology; 3. Identify level of comfort in using technology in private practice.

FRIDAY AFTERNOON WORKSHOPS
1:15 p.m. – 4:30 p.m.
Workshop A – Part IV (Continued)
Administrative Supervision – Part IV
Pamela Love Manning, Ph.D., MSW
Certified coach, speaker, author, & founder of the Freshers Network, Baltimore
*Please note: This is the second part of a workshop which is continued from the morning session. Read full description under Workshop A—Part III.
Synopsis: After completing this workshop, if the attendee has a certificate from workshops A, B, Part I and II, and III MD BSWE’s 3-hour Ethics requirement will be met.

Please note: This is a two day workshop. You must register for BOTH days of this workshop. *Please Note: After completing all 12 hours of this workshop, both the Supervision certification hours and the BSWE’s 3 hour ethics requirement will be met.

WORKSHOP R
The Stages of Change in Action
Catherine Nugent, LCP, TEP
Psychotherapist, private practice
Synopsis: This workshop represents the Transtheoretical Model (TTM) of Change, developed by Prochaska, DiClemente, & Norcross. The TTM is an evidenced based model for supporting movement through a series of predictable stages of change toward a desired state. The model has been researched extensively and applied to diverse populations and problems. In addition to the TTM, concepts from contemporary neuropsychology, ancient wisdom traditions, and the theories of J.L. Moreno, M.D. (the originator of psychodrama) will be discussed. We will demonstrate role-playing exercises that can be used at various stages of change. Participants will leave with new ideas and activities they can apply in their professional and personal lives. The workshop will be highly experiential and involve the use of psychodramatic role-play.
Learning Objectives: Upon completion of this workshop participants will be able to: 1. Explain the basic premise of the TTM and name the 5 stages of change; 2. Name and explain the importance of at least 3 of the 9 change processes to support movement along the change continuum; 3. Explain the “default mode” of the mind-at-rest and how this mode of thinking can interfere with making positive changes; 4. Describe the role of self-compassion in the change process; 5. Observe and/or experience a variety of psychodramatic role-playing exercises that can deepen a client’s experience of the change process.

WORKSHOP S
Disciplinary Approach to Meet the Needs of Battered Women
Diana Rein, M.Ed., MSW, LCSW Consultant, Choice Consulting and Training, Easton
Synopsis: The presenter will discuss the experience of the change process. More specific changes and/or experience a variety of psychodramatic role-playing exercises that can be used at various stages of change. We will demonstrate role-playing exercises that can deepen a client’s experience of the change process.
Learning Objectives: Upon completion of this workshop participants will: 1. Learn how to build rapport and assess the client and surroundings to determine what could lead to violent behavior; 2. Learn how to look at past assessments to understand what parts of behavior, diagnosis, and legal issues have clear potential to lead to violent behavior; 3. Learn aspects of gang culture and how to build rapport with gang members to provide services while keeping safe; 4. Understand how to develop and use instinct to keep the client and learn how to reduce anxiety so as to respond to instinct and not anxiety.

WORKSHOP T
Dramatic Transformations/Laurel Moreno, M.D. (the originator of psychodrama) will be discussed. Attendees will learn about gangs, gang culture, and how to remain safe when providing gang intervention in a risky situation (especially for those in jail/prison diversion related jobs), and will learn to recognize and understand the difference between instinct and anxiety and the effects both have regarding overall awareness and keeping safe.

Learning Objectives: Upon completion of this workshop participants will: 1. Learn how to build rapport and assess the client and surroundings to determine what could lead to violent behavior; 2. Learn how to look at past assessments to understand what parts of behavior, diagnosis, and legal issues have clear potential to lead to violent behavior; 3. Learn aspects of gang culture and how to build rapport with gang members to provide services while keeping safe; 4. Understand how to develop and use instinct to keep the client and learn how to reduce anxiety so as to respond to instinct and not anxiety.

WORKSHOP W
Cognitive Behavioral Treatment of Childhood Anxiety Disorders
Bonnie Zucker, Psy.D.
Author of Anxiety Free Kids
Synopsis: The presenter will provide participants with a clear understanding of the Cognitive-Behavioral Treatment of childhood anxiety disorders. The three parts of anxiety will be discussed: physiological (body), cognitive (thoughts), and behavioral, and the treatment of each component will be discussed in detail. Participants will learn specific techniques, including relaxation strategies, positive self-talk, conquer worry techniques, uncertainty training, challenging cognitive distortions, and how to address the typical avoidance behavior seen in children with anxiety.
Learning Objectives: By the end of this workshop, the participant will be able to: 1. Describe the CBT approach to treating childhood anxiety disorders; 2. Explain how to apply specific relaxation strategies in the treatment of childhood anxiety disorders; 3. Explain how to apply specific cognitive strategies including cognitive restructuring, uncertainty training, and worry tapes in the treatment of childhood anxiety disorders; 4. Structure a systematic desensitization plan to address the behavioral component in the treatment of childhood anxiety disorders.
Our Jewish members may discover to their dismay that this year Yom Kippur begins at sundown on Sept. 29th, the 2nd day of our Clinical conference.

We always make every effort to avoid conflict between our conferences and major holy days. When we discovered the date conflict with this year’s conference we tried to change the date.

We tried to schedule the conference earlier in the week, and also tried the week before and the week after.

None of our efforts were successful with the venue. In response to this problem we are offering a half day option for Friday, Sept. 29th for those who need to get home and prepare for the holy time which begins at sundown. If you are registered for Thursday, Sept. 28th and need to leave early on Friday, Sept. 29th please contact Jenni at (410) 788-1066 ext. 13. She will help you make special arrangements.

This is an option for those who need to attend for 1 ½ days. There is no half-day option for only Friday morning.

We apologize to those who are forced into this decision.

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**12th ANNUAL CLINICAL CONFERENCE**

**September 28-29, 2017**

The Conference Center ■ Maritime Institute of Technology ■ 692 Maritime Boulevard ■ Linthicum Heights, MD 21090

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**REGISTRATION FORM 12TH ANNUAL FALL CLINICAL CONFERENCE**

September 28-29, 2017 • The Maritime Institute of Technology Conference Center

NASW-MD is committed to ensuring that individuals with disabilities are able to fully participate. Please call the office at least 30 days in advance at 410-788-1066 for service accommodations.

Please complete the registration form below and mail with credit card information or your check payable to: NASW-Maryland Chapter, 5750 Executive Drive, Suite 100, Baltimore, Maryland 21229

You may also register online at www.nasw-md.org

**Early Bird Registration Deadline: Monday, September 11, 2017 at Noon**

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**Name:** ___________________________________________________________________________________

**Job Title:** ________________________________________________________________________________

**Organization:** _____________________________________________________________

**Day Phone:** ________________________ **E-Mail:** _________________________________

**Address:** _________________________________________________________________

**NASW Membership #:** __________________________________________________________

If you are not a member, would you like an application? ____________________________

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**WORKSHOP SELECTIONS**

Please indicate your first and second choices for each workshop time slot. All workshops will be filled on a first-come, first-served basis. We will attempt to honor each participant’s selection; however, participants will be issued their second choice if the chosen workshop is already full.

**THURSDAY MORNING**

10:00 a.m.-1:00 p.m. First Choice Second Choice

10:00 a.m.-1:00 p.m. 12345

10:00 a.m.-1:00 p.m. 12345

**THURSDAY AFTERNOON**

1:50 p.m.-5:00 p.m. First Choice Second Choice

1:50 p.m.-5:00 p.m. 12345

1:50 p.m.-5:00 p.m. 12345

**FRIDAY MORNING**

9:00 a.m.-12:15 p.m. First Choice Second Choice

9:00 a.m.-12:15 p.m. 12345

9:00 a.m.-12:15 p.m. 12345

**FRIDAY AFTERNOON**

1:00 p.m.-4:30 p.m. First Choice Second Choice

1:00 p.m.-4:30 p.m. 12345

1:00 p.m.-4:30 p.m. 12345

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**CONFERENCE FEES**

**Early Bird Registration Fees (Received in NASW-MD office by noon on Monday, September 11, 2017)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Entire Conference Early Bird</td>
<td>$265 NASW Members/$325 Non-Members</td>
</tr>
<tr>
<td>Entire Conference with Thursday Evening Movie and Discussion</td>
<td>$299 NASW Members/$369 Non-Members</td>
</tr>
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**Regular Registration Fees (Received in NASW-MD office after noon, Monday, September 11, 2017)**

<table>
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<th>Category</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Conference Regular</td>
<td>$369 NASW Members/$439 Non-Members</td>
</tr>
<tr>
<td>Entire Conference Regular with Thursday Evening Movie and Discussion</td>
<td>$409 NASW Members/$479 Non-Members</td>
</tr>
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**PAYMENT METHOD**

☐ Check: $________ Check No.: ___________  ☐ Credit Card:  ☐ MasterCard  ☐ VISA

Card number: ____________________________

Expiration date: ___________________  3-digit security code: __________________________

Name as it appears on front of card: ____________________________

Signature: ____________________________  Today’s date: ____________

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**COMFORT ZONE REMINDER**

Although every effort is made to have a comfortable temperature in the meeting rooms, everyone’s comfort level is different. Please bring a jacket or a sweater to account for room temperature fluctuations. Thank you!
Learning Objectives:

1. Describe the Community Schools Strategy and the benefits they provide.
2. Understand the role of community schools in providing a holistic approach to education.
3. Explore the importance of community involvement in the success of community schools.
4. Discuss the challenges faced by community schools and strategies for addressing them.

WORKSHOP 5
Effective Leadership in the Mental Health World: Using Principles-Based Strategies in Clinical Management

Heather Chapman, LCSW-C
Co-Director, Ben Franklin Center for Community Schools

Synopsis: Community mental health is a complex and rapidly changing field. This workshop will provide participants with tools and strategies for effective leadership in this environment.

Learning Objectives:

1. Identify the key principles of effective leadership in the mental health world.
2. Discuss the challenges and opportunities of leading in the mental health field.
3. Explore the role of the leader in creating a cohesive team.
4. Develop strategies for building strong, collaborative relationships.

WORKSHOP 6
New Social Work Licensing Laws and New Technology Standards for Macro Social Workers

Jules Gilliam, Executive Director, NASW-MD Chapter

Synopsis: There are major changes coming in the MD SW Practice Act and a collaboration within our profession has just produced new Technology Standards for Social Work. It is our ethical responsibility to be aware of the law and the standards governing our profession.

Learning Objectives: Participants will learn about:

1. Changes in MD law which will affect Macro Social Workers;
2. Current thinking regarding licensing and macro social work;
3. Appropriate use of technology for Macro social workers.

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

THURSDAY TOWN HALL AND HAPPY HOUR EVENT

5:00 p.m. – 7:00 p.m.
Join fellow social workers for an informal town hall and happy hour. You’ll be able to chat with NASW-MD’s Executive Director and Board of Directors over snacks, participate in an experiential post-it project (you’ll have to attend to find out what that means), and connect with colleagues from across the state. It’s a perfect way to wait out rush hour or spend your time before the evening movie showing. 5-7 pm, cash bar.

Pre-registration encouraged. Free for members/$10 for non-members. $10 at the door.
REGISTRATION FORM

EARLY BIRD REGISTRATION RATES
Registrations must be received by NOON on Monday, September 11, 2017

<table>
<thead>
<tr>
<th>Early Bird Rate Thursday Only</th>
<th>Early Bird Rate Both Days (Thursday Macro/Friday Clinical)</th>
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<tbody>
<tr>
<td>- $125 for NASW Members</td>
<td>- $300 for NASW Members</td>
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<tr>
<td>- $155 for Non-Members</td>
<td>- $350 for Non-Members</td>
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<tr>
<td>- $65 for Students</td>
<td>- $130 for Students</td>
</tr>
<tr>
<td>- $85 for Retired Members</td>
<td>- $170 for Retired Members</td>
</tr>
</tbody>
</table>

Please Note: If you need to go home in order to prepare for Yom Kippur, please contact Jenni (410)788-1066 x13 for a special 1 1/2 day rate.

REGULAR REGISTRATION FEES
Registrations Received in NASW-MD Office after 5:00 p.m., Monday, September 11, 2017

<table>
<thead>
<tr>
<th>Regular Rate Thursday Only</th>
<th>Regular Rate Both Days (Thursday Macro/Friday Clinical)</th>
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</thead>
<tbody>
<tr>
<td>- $185 for NASW Members</td>
<td>- $365 for NASW Members</td>
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<tr>
<td>- $220 for Non-Members</td>
<td>- $439 for Non-Members</td>
</tr>
<tr>
<td>- $65 for Students</td>
<td>- $130 for Students</td>
</tr>
<tr>
<td>- $85 for Retired Members</td>
<td>- $170 for Retired Members</td>
</tr>
</tbody>
</table>

Please Note: If you need to go home in order to prepare for Yom Kippur, please contact Jenni (410)788-1066 x13 for a special 1 1/2 day rate.

PAYMENT METHOD:
Check: __________ Charge: ________ Mastercard_______ Visa________
Make Checks Payable to NASW-MD
Credit Card Number: _____________________________ ExpirationDate: __________
Three-Digit Code on Back of Card: __________
Name as it appears on front of card: __________________________
Signature: __________________________
Today’s Date: __________

I WILL ATTEND THE TOWN HALL HAPPY HOUR:
I am a member of NASW (no charge)
I am not a member of NASW ($10 charge)

Total Payment for Conference

Please mail completed form to: NASW-MD, 5750 Executive Drive, Suite 100, Baltimore, MD 21228. You may also register online at www.nasw-md.org. We do not accept fax registrations.

WORKSHOP CHOICES:
Morning Keynote Presentation and (Workshop: 1, 2, or 3): ___________________
Afternoon Choice/Choices (Workshop: 4, 5, 6, or 7): ________________________

The Maryland Social Worker
Thursday, Sept. 28, 2017

5th ANNUAL MACRO SOCIAL WORK CONFERENCE

THANK YOU AND WELCOME!

The Maryland Chapter had its annual meeting on Wednesday, June 28th and our recently elected board members were installed.

These new members of the board started their terms of office on July 1st:

- Anthony Estreet, Ph.D., LCSW-C was elected as President-Elect. He will serve one year and then will become the president of the chapter on July 1, 2018. Anthony is an Assistant Professor at Morgan State University.
- Barbie Johnson-Lewis, LCSW-C was elected as the Second Vice-President of Budget and Finance (2017-2019). Barbie has her own private psychotherapy practice and is the co-chair of the chapter’s Social Worker’s Unravelling Racialism committee.
- Claire Clements, BSW, was elected as the Southern MD Branch Rep. (2017-2019). She is currently an advanced standing MSW student at Salisbury University.
- Ebony Tyler, MSW, was elected as the Suburban MD-Branch Rep. (2017-2019). She is an Educational Consultant at 2U.
- Debbie Rammelmeier JD, LCSW-C, was elected as the Metro Baltimore Branch Rep. (2017-2019). She is the Child Welfare Policy Director at the Citizen’s Review Board.
- Kadie Barrett, BSW, was elected as the Graduate Student Rep. (2017-2018). She is an advanced standing MSW student at the UMBSWW.
- Lauren Herman, was elected as the Undergraduate Student Rep. (2017-2018). She is a BSW Student at McDaniel College.
- The new board members listed above join the current members of our board:
  - Errol Bolden, Ph.D., MSW, First Vice-President (2017-2018). Dr. Bolden recently completed a term as Treasurer and was appointed by Dr. Howard to complete the year remaining on Dr. Estreet’s term. He is an Associate Professor at Coppin State University.
  - Sandy Pelzer, LCSW-C, Secretary (2016-2018). She is a Crisis Intervention Specialist, Harbor Hospital ER.
  - Anita Rozas, LCSW-C, Western MD Branch Rep. (2016-2018) She is a SW Supervisor at the North Branch Correctional Institution.
  - Gisele Ferretto, LCSW-C, Metro Baltimore Branch Rep. (2016-2018). She is the Field Education Liaison Coordinator and Training Manager at the UMBSWW.
  - Stephanie Avinger, LCSW-C At-Large Member (Young Professional) (2016-2018). She owns her own private practice- S.D. Avinger Consulting Services, LLC.

We have four branch rep positions which are vacant and we are actively soliciting members from the Southern MD, Western MD, and Eastern Shore Branches who are interested in serving in a leadership position. If you are interested in learning more, please contact Daphne McClellan in the chapter office or contact Dr. Charles Howard.

Finally, at our Annual meeting we gave our heartfelt thanks to those board members who completed their terms of office and are moving on to other positions:

- Nichollette Smith-Blingen has been appointed to the Board of SW Examiners and therefore had to leave our board after completing one year as the Eastern Shore-Branch Rep. (2016-2017). Congratulations Nichollette!
- Rennett Bennett-Burden completed her term as Graduate Student Rep. (2016-2017) and graduated from the UMBSWW. Congratulations Rennett!
- Meghan Herrig completed her term as Undergraduate Student Rep. (2016-2017) and graduated from UMBC. She has already started her MSW Advanced Standing program. Congratulations Meghan!
Upon completion of this workshop, participants will be able to:

1. Define procrastination and identify cultural, institutional, and interpersonal factors which support in‌decision and delay.
2. Assess the potential positive and negative consequences of procrastination for our clients and ourselves, and evaluate factors which lead to its perpetuation despite often negative consequences.
3. Review the potential ethical challenges inherent in practicing under the influence of procrastination.
4. Examine the potential effectiveness of established procrastination mitigation strategies in the clinical practice environment.

**CE:** 3 Cat I
**Cost:** $45 for members; $65 for non-members

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#218F

**Date:** Friday, September 15, 2017; 1:30 p.m. – 4:45 p.m.

**Location:** Charlotte Hall Veterans Home
29449 Charlotte Hall Road
Charlotte Hall, MD 20622

**Presenter:** Suzanne Cox, LCSW-C, MBA
Team leader, Continuous Care Team, UMMS/WPPC Clinics, Baltimore

**Synopsis:** Procrastination is more than delaying what could or should be done. Some delays actually do make sense in professional practice, result in better decision-making, increase the ability to obtain needed information and may be ultimately helpful. Some are unavoidable, brought on by too many cases, too many expectations, staffing shortages, and other uncontrollable factors. Procrastination speaks to delaying tasks or decisions without a good reason to do so, or when an earlier action or decision would have been preferable, often through inaction. This workshop will address working with and through procrastination in our clients as well as from the framework of an ethical challenge for professionals.

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

1. Define procrastination and identify cultural, institutional, and interpersonal factors which support in‌decision and delay.
2. Assess the potential positive and negative consequences of procrastination for our clients and ourselves, and evaluate factors which lead to its perpetuation despite often negative consequences.
3. Review the potential ethical challenges inherent in practicing under the influence of procrastination.
4. Examine the potential effectiveness of established procrastination mitigation strategies in the clinical practice environment.

**CE:** 3 Cat I
**Cost:** $45 for members; $65 for non-members

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

**Register for one or both workshops and attend lunch as our guest!**

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#2189

**Date:** Saturday, October 14, 2017; 9:45 a.m. – 1:30 p.m.

**Location:** Charlotte Hall Veterans Home
29449 Charlotte Hall Road
Charlotte Hall, MD 20622

**Presenter:** Joanna Frankel, LCSW-C
Founder/Owner, Frankel Care Consulting

**Synopsis:** In this workshop we will focus on end of life in older adults, how to make the dying process more meaningful, and how we grieve loss. Talking about death and dying is difficult, not only in our society, but also in the healthcare field. This interactive program will incorporate open discussion, video clips, and peer-to-peer conversations. Together death, dying, and grief will be explored while real experiences are shared.

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

1. Understand how to help make the death and dying process more meaningful for their clients and loved ones.
2. Be able to identify when a client is grieving and how it is specific to each individual/family.
3. Have an opportunity to explore their own thoughts and feelings toward the dying process and own grief experiences.
4. Identify how these experiences impact their work.

**CE:** 3 Cat I
**Cost:** $45 for members; $65 for non-members

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

**Register for one or both workshops and attend lunch as our guest!**
#2220 Tools for Ethical Decision-Making: The Role Wheel and the Diamond of Opposites

**Date:** Friday, October 27, 2017; 9:00 a.m. – 12:15 p.m.

**Location:** Restore Health Rehabilitation Center
4615 Einstein Place
White Plains, MD 20695-1061

**Presenter:** Catherine D. Nugent, LOPC, TEP
Dramatic Transformations/Laurel Psychodrama Training Institute

**Synopsis:** Psychotherapists are constantly challenged to make sound ethical decisions that guide their actions with clients. Codes of Ethics, laws, and regulations are helpful guides to behavior. However, as an ethics expert, Kenneth Pope notes, "Codes cannot substitute for thinking and feeling our way through ethical dilemmas, and cannot protect us from ethical struggles and uncertainty." In this workshop, participants experience two tools that can assist in ethical decision making, the Role Wheel and the Diamond of Opposites. The workshop will be highly experimental, involving the use of psychodramatic role-play. Participants are asked to come with examples of ethical dilemmas they would like to explore.

**Learning Objectives:** After attending this workshop, participants will be able to:
1. Explain the difference between a boundary crossing and a boundary violation.
2. Explain how the Role Wheel can be helpful in exploring multiple perspectives on an ethical dilemma.
3. Explain how the Diamond of Opposites can help in understanding and resolving ambivalence when ethical issues arise.
4. Identify some of their personal/professional values and ways these affect ethical decision-making.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

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

**Lunch Provided from 12:15 p.m. – 1:00 p.m.**

#2221 ABC's of Self Care

**Date:** Friday, October 27, 2017; 9:00 a.m. – 4:15 p.m.

**Location:** Restore Health Rehabilitation Center
4615 Einstein Place
White Plains, MD 20695-1061

**Presenter:** Catherine D. Nugent, LOPC, TEP
Dramatic Transformations/Laurel Psychodrama Training Institute

**Synopsis:** Many clients, especially those with trauma histories, have never internalized or developed the role of self-nurturer. This workshop presents a framework, based on the work of Pearlman & Saakvitne (1996) and Neff (2011), for teaching self-care skills to clients. Through activities that will assist in ethical decision making, the Role Wheel and the Diamond of Opposites, participants will navigate the complex interplay of issues such as power and control, secrets and betrayal, naked truths, and pain of disclosure. Participants will explore the importance of awareness, balance, connection, and self-compassion in self-care. The workshop is highly experiential, involving the use of psychodramatic role-play. Participants leave with materials and resources to apply to their work.

**Learning Objectives:** Upon completion of this course, participants will be able to:
1. Discuss the ABC's self-care model developed by Pearlman and Saakvitne.
2. Describe 2 tools to use with clients to assess their current levels of self-awareness, balance among life roles and supportive connections with others.
3. Explain the 3 key components of self-compassion.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

Please note: This workshop qualifies for the Maryland Board of Social Work Examiners' 3-hour ethics requirement for license renewal. Register for one or both workshops and attend lunch as our guest!

**Cost:** $90 for members; $130 for non-members

#2196 What You Don't Know CAN Hurt You: Incorporating Ethical Practice Strategies

**Date:** Saturday, October 27, 2017; 9:45 a.m. – 1:00 p.m.

**Location:** All Saints' Episcopal Church
106 West Church Street
Frederick, MD 21701

**Presenter:** Giselle Ferretto, MSW, LCSW-C
Clinical Instructor, University of Maryland School of Social Work

**Synopsis:** To fully navigate and understand the ‘person in the environment’ it is necessary for social workers to be aware of the various laws and regulations that impact clinical and macro practice. This workshop will explore the context and various kinds of requirements social workers are obligated to follow. The workshop will include opportunities to enhance skills for locating and understanding laws and regulations relevant to social work practice. Risk Management Strategies will also be explored and a Policy Guide will be provided.

**Learning Objectives:** After attending this workshop participants will be able to:
1. Identify the social worker’s roles and function as it relates to ethical and legal responsibilities;
2. Describe the nature, context, and origin of policy;
3. Locate relevant statute and regulations relevant to social work practice;
4. Identify and understand policy associated with the judicial and executive branches;
5. Explore risk management strategies

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

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

**Register for one or both workshops and attend lunch as our guest!**

**Lunch Provided from 12:15 p.m. – 1:00 p.m.**

**#2197 Enhancing Engagement Strategies and Clinical Assessments with the 'Lens' of Cultural Competence**

**Date:** Saturday, October 21, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** All Saints' Episcopal Church
106 West Church Street
Frederick, MD 21701

**Presenter:** Giselle Ferretto, MSW, LCSW-C
Clinical Instructor, University of Maryland School of Social Work

**Synopsis:** In this three hour workshop we will focus on the development of skills for the development and application of a cultural lens when engaging with clients and conducting clinical assessments. Strategies for identifying personal bias, addressing common barriers, and facing ethical issues when working with diverse populations will be explored.

**Learning Objectives:** After attending this workshop, participants will:
1. Develop a cultural competence self-assessment.
2. Practice open and respectful language concerning different beliefs.
3. Explore the role of ethics when delivering services to diverse clients.
4. Learn strategies for engagement and conducting assessments with culturally diverse clients.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

Please note: Parking can be a bit challenging if you don’t know your way around downtown Frederick. Please check directions on our website and allow yourself extra travel time.

CONTINUING ED Continued on page 18
#2184 A Framework for Thinking Ethically

**Date:** Sunday, September 10, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital, 1500 Forest Glen Road, Silver Spring, MD 20910

**Cost:** $45 for members; $65 for non-members

**Presenter:** Ed Geraty, LCSW-C, Psychotherapist, Union Memorial Hospital

**Synopsis:** This training is designed to assist social workers in understanding and managing physically aggressive behaviors in children and youth. Social workers will be equipped with the ability to better assist the youth served by utilizing techniques that will be covered in this training.

**Learning Objectives:**
1. Define what ethics is and is not.
2. Learn the sources generally used to define an ethical point of reference.
3. Learn the stages of moral development.
4. Create a process for ethical decision-making in daily life.

**CE:** 3 Cat I

#2247 How to Engage Aggressive Youth in Treatment

**Date:** Friday, September 22, 2017; 9:30 a.m. – 12:45 p.m.

**Location:** Holy Cross Hospital-Germantown Campus Conference Room 1101

**Presenter:** Mike Allen, MSW, President and CEO, Maczyn Enterprises, LLC

**Synopsis:** This training is designed to assist social workers in understanding and managing physically aggressive behaviors in children and youth. Social workers will be equipped with the ability to better assist the youth served by utilizing techniques that will be covered in this training.

**Learning Objectives:**
1. Learn that approaches for managing children with aggressive behaviors depend on the child’s developmental stage.
2. Be able to define aggression in children and youth.
3. Develop a greater understanding of the factors that contribute to aggressive behaviors in children.
4. Learn a variety of techniques that will assist them in managing aggressive behaviors.
5. Gain resources and strategies for self-care to assist in dealing with aggressive behaviors.

**CE:** 3 Cat I

#2188 Ethics in Social Work: Am I Doing the Right Thing?

**Date:** Sunday, September 24, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital, 1500 Forest Glen Road, Silver Spring, MD 20910

**Presenter:** Kawana Webb, 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, to colleagues, responsibilities 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:**
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.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

**Note:** Please be prepared to pay $8.

#2193 Direct Service Situation: Balancing Ethical Responsibilities

**Date:** Sunday, October 8, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital, 1500 Forest Glen Road, Silver Spring, MD 20910

**Presenter:** Veronica Cruz, LCSW-C, CEO, Cruz and Associates, LLC

**Synopsis:** In this workshop we will explore the importance of understanding and balancing ethical responsibilities. An emphasis will be placed on exploring dual relationships and boundary issues to enhance and improve ethical responsibilities and reduce ethical violations. The presenter will discuss common practice areas that raise ethical dilemmas, explore the code of ethics, and propose various ethical decision-making models that can be utilized to resolve these ethical conflicts. Issues explored will be: code of ethics, understanding direct service situations, exploring professional relationships and limitations, ethical framework model, and best practice techniques. This is an interactive workshop where case vignettes will be presented and participants will work in a group setting to further maximize their understanding of the concepts presented.

**Learning Objectives:**
1. Increase their knowledge of various direct service situations and understand the importance of balancing ethical responsibilities to reduce ethical violations.
2. Demonstrate an understanding of issues related to dual relationships and boundary issues.
3. Effectively understand and apply an ethical decision making model to concepts of dual relationships and boundary issues.
4. Participants will be able to articulate the key elements of balancing ethical responsibilities in relationship to the concepts of dual relationships and boundary issues.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

**Note:** Please be prepared to pay $8.

#2200 Addressing Traumatic Experiences with Newly Arrived Immigrants and Refugees

**Date:** Sunday, October 15, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital, 1500 Forest Glen Road, Silver Spring, MD 20910

**Presenter:** Joshua N. Okundaye, Ph.D., LCSW-C, LICSW

**Synopsis:** This workshop is designed to further the process of learning about culturally-sensitive social work practice and specific strategies for engaging trauma-exposed newly arrived immigrants and refugees. The workshop will contribute to practitioners’ knowledge development regarding how Trauma and other contextual factors affect immigrants’ mental health and practice skills to respond to their needs and patterns of help seeking. It will provide information about the triple trauma paradigm (trauma in country of origin, trauma during the journey here and trauma adjusting to the new country) and facilitate discussions on guiding principles of sensitivity to social diversity and promotion of social and economic justice. The social worker is expected to protect the residents from abuse. The role of the social worker is to provide resources related to end of life care, discharge planning, and psychosocial needs (including mental health disorders, anxiety, dementia, and depression).

**Learning Objectives:**
1. Learn how to provide direct services by providing community resources, solving problems, and counseling.
2. Learn how to promote social justice in community and organizations based on the concept of equality and human rights.
3. Learn how to improve communication between nursing homes/community organizations to enhance quality of life.
4. Learn how to help residents adjust to the changes related to their medical condition.
5. Learn how the social worker in the nursing home/community organization is expected to collaborate with medical professionals and staff to ensure the resident’s wishes are carried out.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

#2239 The Role of a Social Worker in Nursing Homes/Community Organizations

**Date:** Sunday, October 15, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital, 1500 Forest Glen Road, Silver Spring, MD 20910

**Presenter:** Chantel Davis, MSW, Social Worker, Holy Cross Hospital

**Synopsis:** Social workers have one-on-one contact with the residents in nursing homes/community organizations and strive to maintain the residents’ highest physical, mental, and psychosocial well-being. The role of the social worker is to provide direct practice; a process structured by problem solving and with
### Ethics, Risk Management and Clinical Social Work Practice Principles

**Date:** Friday, October 20, 2017; 9:00 a.m. – 4:15 p.m. -  Note earlier start/end time

**Location:** Holy Cross Hospital-Germantown Campus Conference Room 1100
19801 Observation Drive
Germantown, MD 20876

**Presenters:** Curtis E. Mazonov, Ph.D., LCSW-C and Stanley Weinstein, Ph.D., LCSW-C

**Synopsis:** This workshop combines effective clinical social work practice principles with practice conduct mandated by the Maryland Board of Social Work Examiners (BSWE). This unique workshop provides in-depth information about conducting clinical social work practice that is compliant with the MD BSWE regulations and Code of Ethics. Dr. Weinstein and Dr. Munson will provide information about ethics guidelines through case examples and clarification of BSWE regulations and the Code of Ethics. Topics covered are standards of practice, avoiding bias, confidentiality boundary maintenance, degree of disclosure, mandatory reporting, and competency. There will be case examples and opportunities for question-and-answer.

**Learning Objectives:** Upon completion of this training, the participants will be able to do the following in an ethical manner when providing intervention in clinical social work:

1. Perform actions that are consistent with the MD BSWE regulations and Code of Ethics;
2. Understand and conform to mandated confidentiality rules;
3. Maintain appropriate boundaries that conform to performing appropriate advocacy functions and avoid biased reactions;
4. Judge the appropriate degree of disclosure in work with difficult clients;
5. Make accurate decisions about mandatory reporting requirements;

**CE:** 6 Cat I

**Cost:** $45 for members; $65 for non-members

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### What You Don't Know CAN Hurt You: Incorporating Ethical Practice Strategies

**Date:** Saturday, October 21, 2017; 9:45 a.m. – 1:00 p.m.

**Location:** All Saints' Episcopal Church
106 West Church Street
Frederick, MD 21701

**Presenter:** Giselle Ferretto, MSW, LCSW-C

**Synopsis:** To fully navigate and understand the ‘person in the environment’ it is necessary for social workers to be aware of the various laws and regulations that impact clinical and macro practice. This workshop will explore the conflicts and variables associated with managing these laws and regulations, and will be presented in an interactive manner. In-class exercises will enhance skills for locating and understanding laws and regulations relevant to social work practice. Risk Management Strategies will also be explored and a Policy Guide will be provided.

**Learning Objectives:** After attending this workshop participants will be able to:

1. Identify the social worker’s roles and function as it relates to ethical and legal responsibilities;
2. Describe the nature, context, and origin of policy;
3. Locate statutes and regulations relevant to social work practice;
4. Identify and understand policy associated with judicial branch, and executive branch;
5. Explore risk management strategies

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

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### LGBT Youth in the Sex Industry

**Date:** Sunday, November 5, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital
1500 Forest Glen Road
Silver Spring, MD 20910

**Presenter:** Lauren Van Slykman, Ph.D.
Psychotherapist in Private Practice and Associate Professor, Morgan State University School of Social Work

**Synopsis:** This workshop is designed for health workers and other advocates committed to meeting the evolving needs of LGBT youth in the sex industry, build respect for diversity and cultural differences, and improve accountability through measurement, reporting, and ongoing improvement. We will discuss the potential size, specific issues/challenges of the population, and appropriate models of practice and intervention. The presenter will explore approaches aimed at constructively managing conflicts in both the community/environment and creating and sustaining a healthy environment with the population and its allies. It is intended to promote inquiry among participants.

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

1. Identify and discuss how the dynamics (cultural, social justice, economic, etc.) of the social environment impact the client system.
2. Ensure that social work practice with LGBT citizens is guided by the NASW Code of Ethics
3. Establish various expectations for social work practice and services with LGBT citizens.
4. Provide a basis for advocating for LGBT youth’s rights to be treated with respect and dignity, have their confidentiality protected, have access to supportive services, and have appropriate inclusion in decision-making.

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members

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### Stress Management

**Date:** Sunday, November 12, 2017; 1:45 p.m. – 5:00 p.m.

**Location:** The Professional and Community Education Center at Holy Cross Hospital
1500 Forest Glen Road
Silver Spring, MD 20910

**Presenter:** Marsha Stein, LCSW-C
Licensed Psychotherapist, Corporate Communications Trainer

**Synopsis:** Stress has a major impact on our emotional and physical well-being. By understanding stress physiology, we can manage stress before it turns into burnout. Group exercises and interactive behavioral scenarios enacted by professional role players will keep the class interactive and informative.

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

1. Define stress physiology and manage physical responses to stress
2. Establish priorities by practicing the 80/20 Principle and learn how to reframe thought patterns that feel stress
3. Learn how to deactivate stress reactions on the job and intercept stress escalation cycles
4. Identify and implement specific stress busters into an action plan

**CE:** 3 Cat I

**Cost:** $45 for members; $65 for non-members
1. Increase their knowledge of various direct service situations and realize the importance of balancing ethics requirement for license renewal.

Please Note: Holy Cross Hospital charges parking fees on weekends. Please be prepared to pay $5.

Presenter: Jeronda Burley, Ph.D.
Assistant Professor, Coppin State University

Synopsis: In this lecture we will examine the impact of religion on the health outcomes of African American caregivers. The presenter will discuss implications for social work practice and education, while highlighting ways that social workers can work in partnership with the faith community to support these African American caregivers. This presentation will aid social workers and faith communities in developing the most appropriate services for addressing mental health needs among religiously-involved African American caregivers. Further, this session will stimulate thinking about ways social workers can collaborate with religious organizations in order to build new partnerships and strengthen existing ones with black churches and other African American organizations in the faith-based community.

Learning Objectives: Upon completion of this intermediate course, participants will be able to:
1. Understand the impact that religion and caregiving stress has on the mental health of African American caregivers.
2. Describe the implications of the research to better inform the services social workers provide to faith communities.
3. Inspire the forging of new and improved collaborative efforts with religious institutions; particularly within the African American community.

CE: 3 Cat I
Cost: $45 for members; $65 for non-members

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#2183 Social Work Ethics in the Age of Social Media
Date: Friday, September 8, 2017; 9:00 a.m. – 12:15 p.m.
Location: Chesapeake College
Higher Education Center - HEC 110
1000 College Circle
Wye Mills, MD 21679

Presenter: Corey Beaumont, MSW, LCSW
Foundation and President, Inspired Consulting Group, Riva

Synopsis: In the age of social media, boundaries that exist between clients and clinicians are becoming much more ambiguous. In response to this ever changing phenomenon, the presenter will address ethical considerations related to dual and multiple relationships when utilizing various forms of social media. Moreover, ethical considerations related to privacy and confidentiality regarding electronic medical records will be examined. This training is ideal for social workers with various levels of experience. Furthermore, we will discuss sections of the NASW Code of Ethics that relate to conflicts of interest and client records.

Learning Objectives: Upon completion of this course participants will be able to:
1. Understand the bearing social media has on our professional relationships with clients.
2. Discuss boundary violations that can occur on various forms of social media.
3. Discuss privacy and confidentiality concerns when using agency blogs, cell phone, and websites.

CE: 3 Cat I
Cost: $45 for members; $65 for non-members

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

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#2254 Direct Service Situation: Balancing Ethical Responsibilities
Date: Friday, October 13, 2017; 9:00 a.m. – 12:15 p.m.
Location: Chesapeake College
Higher Education Center - HEC 110
1000 College Circle
Wye Mills, MD 21679

Presenter: Veronica Cruz, LCSW-C
CEO, Cruz and Associates, LLC

Synopsis: In this workshop we will explore the importance of understanding and balancing ethical responsibilities. An emphasis will be placed on exploring dual relationships and boundary issues to enhance and improve ethical responsibilities and reduce ethical violations. The presenter will discuss common practice areas that raise ethical dilemmas, explore the code of ethics, and propose various ethical decision making models that can be utilized to resolve these ethical conflicts. Issues explored will be: code of ethics, understanding direct service situations, exploring professional relationships and limitations, ethical framework model, and best practice techniques. This is an interactive workshop where case vignettes will be presented and participants will work in a group setting to further maximize their understanding of the concepts presented.

Learning Objectives: Upon completion of this intermediate course, participants will be able to:
1. Increase their knowledge of various direct service situations and realize the importance of balancing ethical responsibilities to reduce ethical violations.
2. Demonstrate an understanding of issues related to dual relationships and boundary issues.
3. Effectively understand and apply an ethical decision making model to concepts of dual relationships and boundary issues.
4. Participants will be able to articulate the key elements of balancing ethical responsibilities in relationship to the concepts of dual relationships and boundary issues.

CE: 3 Cat I
Cost: $45 for members; $65 for non-members

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

Register for one or both workshops and attend lunch as our guest!
certification of school-based social workers. Because social workers provide related services that are part of the educational programming of students with special needs, it is essential that they understand the legal mandates, federal and state policies and standards, as well as the specific instructional methods and technologies used in the classrooms that serve those students, from the least restrictive settings of inclusion to the more clinical settings, including residential.

### Learning Objectives:
1. Understand complex trauma and what it does to one’s mind, body and soul.
2. Identify the impact of childhood trauma and how it unravels in adulthood.
3. Increase participant’s knowledge of various treatment techniques and modalities that are effective in working with individuals with complicated trauma narratives.

### CE:
- 3 Cat I
- 3 Cat II (PLEASE NOTE: CATEGORY II)

### Cost:
- For two movies: $70 for members; $90 for non-members; $25 for guests (no CEUs for guests)

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**#2250 Third Annual Sunday Film Festival**

**Date:** Sunday, September 17, 2017; 8:30 a.m. - 4:45 p.m.

**Location:** NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

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

**Synopsis:**
The movie explores a myriad of issues including: complex trauma, generational trauma, addiction, sexual trauma, and violence. The discussion will focus on exploring treatment modalities, engaging clients with a complicated trauma narrative, effects of trauma on the brain, and resiliency. In the years 1986 and 1998 three black children living in Mississippi dealt with poverty, violence and abuse. Young Karl the main character, is a talented pianist who hopes to pursue a career in it one day. Her sister Leigh is struggling to hide her lesbian relationship with her girlfriend, Paula. Their cousin Sammy, is a star basketball player. Each child deals with their dysfunctional family, including gambling, alcoholism, and poverty.

**Learning Objectives:**
- Understand complex trauma and what it does to one’s mind, body and soul.

**Please Note:** There is graphic violence in this film.

**Please Note:** Space is limited for this event. Registration will close once capacity is reached.

**Please Note:** PER THE BSWE, ALL MOVIE & DISCUSSION WORKSHOPS ARE NOW CATEGORY II.

**Overview:** Our 3rd Annual Film Festival is a bit different this year, because it will be held at the NASW-MD Chapter office and we will only offer two movies— one in the morning and one in the afternoon. You may attend one or both movies. Lunch will be provided! Space is limited, so sign up early!

**MORNING MOVIE (9:30 a.m. - 12:45 p.m.)**

**Title:** Mississippi Damned

**Please Note:** There is graphic violence in this film.

**Synopsis:** The movie explores a myriad of issues including: complex trauma, generational trauma, addiction, sexual trauma, and violence. The discussion will focus on exploring treatment modalities, engaging clients with a complicated trauma narrative, effects of trauma on the brain, and resiliency. In the years 1986 and 1998 three black children living in Mississippi dealt with poverty, violence and abuse. Young Karl the main character, is a talented pianist who hopes to pursue a career in it one day. Her sister Leigh is struggling to hide her lesbian relationship with her girlfriend, Paula. Their cousin Sammy, is a star basketball player. Each child deals with their dysfunctional family, including gambling, alcoholism, and poverty.

**Learning Objectives:**
1. Understand complex trauma and what it does to one’s mind, body and soul.
2. Identify the impact of childhood trauma and how it unravels in adulthood.
3. Increase participant’s knowledge of various treatment techniques and modalities that are effective in working with individuals with complicated trauma narratives.

**CE:** 3 Cat I (PLEASE NOTE: CATEGORY II)

**Cost:**
- For one movie: $35 for members; $45 for non-members; $15 for guests (no CEUs for guests)
- For two movies: $70 for members; $90 for non-members; $25 for guests (no CEUs for guests)
Please Note: For the BSWE, all movie and discussion workshops are now Category II CEUs.

Facilitator: Ed Geraty, LCSW-C
Psychotherapist, Union Memorial Hospital

Synopsis: Attendees will watch a full length movie, followed by a social work discussion. Does money make you HAPPY? Kids and family? Your work? Do you live in a world that values and promotes happiness and well-being? Are we in the midst of a happiness revolution? Roko Belic, director of the Academy Award® nominated “genghis Blues” now brings us HAPPY, a film that sets out to answer these questions and more. Taking us from the bayous of Louisiana to the deserts of Namibia, from the beaches of Brazil to the villages of Okinawa, HAPPY explores the secrets behind our most valued emotion. “We all have the ability to have relationships, no matter how rich or poor.” Belic says. “Nobody I studied who was happy was selfish or alone. They all had somebody they loved and somebody who loved them.” He found that people who “value compassion, meaning and making the world a better place” are happier than those who only enjoy wealth and status. So will watching The Happy Movie change your life? It just might. Making the film changed Belic’s. When he was done, he moved to Los Angeles to be closer to friends he loved and to re-engage in a form of play he had given up years ago: surfing. Belic admits that might sound crazy, but then he asked how much sense it made to leave family and friends behind to move across the country for a new job or professional opportunity. “Prioritize the people you love in your life and prioritize your happiness,” he advises. “It’s good for everything else you care about—your health, your longevity, your work and your relationships.”

Learning Objectives: Upon completion of this workshop, participants will:
1. Define what ethics is and is not in daily practice can be difficult for the presenting, but important for our everyday life. Defining what ethics is and is not can help us to make better decisions in our personal and professional lives.
2. Learn what cutting edge science says about the deeper understanding of our most valued emotion, happiness.
3. Define for how much happiness is a way of life.
4. Discuss implications for implementation.

CE: 3 Cat I
Cost: $55 for members; $65 for non-members

#2236 Transpersonal Psychology, Non-Dualities, and Spiritual Emergencies

Date: Friday, October 27, 9:45 a.m. – 1:00 p.m.
Location: NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

Presenter: Ed Geraty, LCSW-C
Psychotherapist, Union Memorial Hospital

Synopsis: We learn about it, teach it, discuss it, offer degrees in it, and debate it—but exactly what is Transpersonal Psychology? In this workshop we will explore the field of Transpersonal Psychology and Psychotherapy, and the concepts of Non-Duality and Spiritual Emergencies coming from the work of Stanislav Grof, MD (the “father” of the Transpersonal movement).

Learning Objectives: Upon completion of this course participants will:
1. Gain an understanding of the development of the field of Transpersonal Psychology.
2. Gain an understanding of the concepts inherent in non-dual Philosophy/Spirituality.
3. Gain an understanding of spiritual emergencies coming from the work of Stanislav Grof, MD.

CE: 3 Cat I
Cost: $45 for members; $65 for non-members

#2252 First Sunday Matinee Featuring the Film: Luv Don’t Live Here

Date: Sunday, November 5, 2017, 1:00 p.m. – 4:15 p.m.
Location: NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

Facilitators: Adrienne Kiley, LCSW-C and Filmmaker Mikal Odom

Synopsis: Don’t miss this month’s movie and discussion when filmmaker Mikal Odom join us for the discussion! Attendees will watch a full length movie, followed by a social work discussion.

Luv Don’t Live Here tells the story of Reggie Hamilton, a.k.a Reggie Luv, a man whose life drastically changes once he becomes severely ill. Not so easily willing to succumb to his decaying yet humbling new life, Reggie finds himself not only fighting for his health, but also unearthing harsh truths about himself and the relationships he holds dear. Winner of the Audience Award for Best Feature at the 2015 qFLIX Philadelphia Film Festival. Nominated for a 2016 Africa Movie Academy Award for Best Diaspora Feature. Written by Mikal Odom. 90 Minutes Not Rated

Please Note: Space is limited for this event. Registration will close once capacity is reached.

Please Note: Per the BSWE, all movie and discussion workshops are now Category II CEUs.

CE: 3 Cat II
Cost: $35 for members; $45 for non-members; $10 for guests (no CEUs for guests)

Sequence of Occurrences in the Life Cycle

Date: Friday, October 13, 2017, 9:45 a.m. – 1:00 p.m.
Location: NASW-MD Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

Presenter: Diana Rein, M.Ed., MSW
Consultant, Choice Consulting and Training, Easton

Synopsis: Learning about the sequence of occurrences in the life cycle is important in the practice of social work.

Learning Objectives: Upon completion of this course participants will:
1. Become familiar with the theoretical basis of Cognitive Behavioral Therapy with special attention to Albert Ellis’ Rational Emotive Behavioral Therapy.
2. Become acquainted with the philosophy, structure and strategies of S.M.A.R.T. RECOVERY.
4. Discuss implications for implementation.

CE: 6 Cat I
Cost: $90 for members; $65 for non-members

An Alternative for Addictions Treatment

Date: Friday, November 10, 2017, 9:30 a.m. – 4:45 p.m.
Location: NASW-MD Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

Presenter: Diana Rein, M.Ed., MSW
Consultant, Choice Consulting and Training, Easton

Synopsis: S.M.A.R.T. RECOVERY is a non-profit Cognitive Behavioral self help strategy for addictive behavior problems. Courts have made known that clients are entitled to treatment alternatives other than mandatory participation in Alcoholics Anonymous. Providing information about this alternative is congruent with the Social Work principle of client self determination. This in depth introduction to S.M.A.R.T. provides mental health professionals of all degrees of experience and intervention with addictions background information and practical strategies for immediate use with clients.

Learning Objectives: Upon completion of this course participants will:
1. Learn stages of moral development.
2. Learn the stages of moral development.
3. Discuss implications for implementation.

CE: 3 Cat I
Cost: $45 for members; $65 for non-members

#2210 Social Work Exam Prep Class - Part I and Part II

Date: Friday, November 17, 9:30 a.m. – 4:45 p.m.
AND Saturday, November 18, 9:45 a.m. – 4:45 p.m.
Location: NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228

Presenter: Corey Beaudorf, MSW, LCSW-C
Founder and President, Inspired Consulting Group, Riverdale

Synopsis: This course is geared towards equipping participants with the skills necessary to sit for the
Learning Objectives: As a result of this course, participants will enhance their ability to successfully sit for the ASWB licensing exam. The class will focus on and provide the following:
1. An Overview of the Composition of the Masters and Clinical exams
2. Exam Taking Strategies and Special Accommodations
3. Social Work Assessment and Diagnosis (DSM-V)
4. Social Work Interventions Strategies
5. Models and Methods of Social Work Practice
6. Psychopharmacology
7. Human Growth and Development Issues
8. Ethics
9. Research and Supervision
10. Program Evaluation
11. Tips and Strategies Necessary for Analyzing Exam Questions

CE: 12 Cat I
Cost: $195 for members (Includes $15 fee for study materials); $275 for non-members (Includes $15 fee for study materials)

Please Note: After completing the full 12 hours of this workshop, the Maryland Board of Social Work Examiners' 3-hour ethics requirement for licensure renewal will be met.

#2253 First Sunday Matinee Featuring the Film: Hidden Figures
Date: Sunday, December 3, 2017; 1:00 p.m. – 4:15 p.m.
Location: NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228
Facilitator: Suzanne Cox, LCSW-C, MBA
Team Leader, Continuous Care Team
UMMC/WPCC Clinics

Synopsis: Attendees will watch a full length movie, followed by a social work discussion.
Societal role stereotypes often serve both to undermine the aspirations of those with talent and to discount the contributions of those who do not fit expectations. By assuming how someone who fills a certain role should look or act, we as a larger society risk missing potential opportunities and contributions which are of benefit to all. Film Summary: As the United States raced against Russia to put a man in space, NASA found untapped talent in a group of African-American female mathematicians that served as the brains behind one of the greatest operations in U.S. history. Based on the unbelievably true life stories of three of these women, known as "human computers", we follow these women as they quietly rose the ranks of NASA alongside many of history's greatest minds specifically tasked with calculating the momentous launch of astronaut John Glenn into orbit, and guaranteeing his safe return. Dorothy Vaughan, Mary Jackson, and Katherine Johnson crossed all gender, race, and professional lines while their brilliance and desire to dream big, beyond everything ever accomplished before by the human race, firmly cemented them in U.S. history as true American heroes.
127 minutes - Rated PG
Director: Theodore Melfi; Stars: Taraji P. Henson, Octavia Spencer, Janelle Monáe, Kirsten Dunst, Kevin Costner, Jim Parsons

Learning Objectives: Through viewing the film and the facilitated discussion which follows, participants will:
1. Enhance their knowledge of the impact role expectations on those both internal and external to science, technology, engineering, math (STEM) as well as other professions, including human service/social work.
2. Debate strategies for supporting those who choose to take on non-traditional roles or to be pioneers within different professions.
3. Assess the similarities and differences between how non-traditional roles are viewed now compared to 50 years ago when the film was set.

CE: 3 Cat II (PLEASE NOTE CAT II CEUS)
Cost: $35 for members; $45 for non-members; $10 for guests (no CEUs for guests)

#2212 ABC's of Self Care
Date: Friday, December 8, 2017; 9:30 a.m. – 4:45 p.m.

Lunch on your own from 12:30 p.m. – 1:20 p.m.
Location: NASW-MD Chapter Office
5750 Executive Drive Suite 100
Baltimore, MD 21228
Presenter: Dr. Catherine D. Nugent, LPC, TEP
Dramatic Transformations/Laurel Psychodrama Training Institute

Synopsis: Many clients, especially those with trauma histories, have never internalized or developed the role of self-nurturer. This workshop presents a framework, based on the work of Pearlman & Saakvitne (1996) and Neff (2011), for teaching self-care skills to clients. Through activities that participants can replicate with clients, participants explore the importance of awareness, balance, connection, and self-compassion in self-care. The workshop is highly experiential, involving the use of psychodramatic role-play. Participants will have materials and other resources to apply in their work.

Learning Objectives: Upon completion of this course participants will be able to:
1. Discuss the "ABC" self-care model developed by Pearlman and Saakvitne.
2. Describe 2 tools to use with clients to assess their current levels of self-awareness, balance among life roles and supportive connections with others.
3. Explain the 3 key components of self-compassion.

CE: 6 Cat I
Cost: $90 for members; $130 for non-members
Mental Health & Learning
BY GAIL MARTIN, LCSW-C
SCHOOL SOCIAL WORKER
The primary role of School Social Workers is to remove barriers that get in the way for the children and youth in our schools. Many barriers include the kind of primary needs familiar to all social workers, like physical resources: food, clothing, shelter, and a safe home environment free from abuse, neglect, domestic violence. It’s easy to see how children who are hungry, cold, tired, or scared aren’t thinking about reading or math.

Children with mental health needs also struggle to learn. When severe, diagnoses like ADHD and mood disorders have led to special education identification for many years, resulting in the additional education and treatment resources the student needs. However, many struggle with less severe or less visible diagnoses, and while managing and keeping their heads above water to avoid detection, they are profoundly impacted by their illness and may never be able to reach their full potential.

In July 2014, the Robert Wood Johnson Foundation released, “Are The Children Well: A Model and Recommendations for Promoting the Mental Wellness of the Nation’s Young People” (http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2014/rwjf414424). This report examined the connections between physical health, mental health, and economic potential as well as the influence of individual, family, and community factors in allowing children to grow and thrive. It also presented a model for addressing these complex needs, emphasizing that a small shift in wellness can result in a large change in society.

School Social Workers are the only Maryland State Department of Education (MSDE)-certified professionals who are all (by statute) licensed mental health providers under Maryland’s Health Occupations code. Through our unique training as social workers, we see the child in the environment. We are able to provide not only treatment for individual children and youth, but also assist school staff to design macro- and macro-level interventions that can help shift the curve toward wellness. While some of our MSDE-certified school counselors or psychologists may hold a clinical license as an LPC/C or a clinical psychologist, they still do not bring the specialized lens that training as a social worker provides.

I encourage you to advocate for school social workers in all schools. Let’s commit to leading all children to success.

Committed to leading all children to success.

10
Social Workers Say About Race

1. “All Lives Matter”
While it’s true that all lives matter, by saying this as a response to black lives matter, you are effectively diluting the conversation, minimizing the discussion about empowering a marginalized group, and are making it about you. Pro-Black does not mean anti-white.

2. “I don’t see Color.”
This invalidates the specific challenges and inequalities that people of color experience. It is important to take responsibility for the knowledge that we are in a racist societal system where the color of our skin ultimately dictates the way each of us experiences life.

3. “If anyone works hard, they will get ahead.”
This ignores the structural inequality that makes it difficult for people of color to get ahead. Remember, we are all a part of a racist society that has created laws, rules, and systems to continue to oppress people of color.

4. “We just need to trust and respect each other.”
This is true in any genuine relationship. However, outside that unique relationship where harm happens often, trust and respect needs to be earned.

5. “You [people of color] just need to let go of the past.”
White privilege and the oppression of people of color still exists. When asking people of color to let go of past history of racial injustice, you are in essence asking them to deny that injustices of racism still occur today.

6. “I’m a Christian/liberal/non-Trump voter/social worker, so I can’t be racist.”
Everyone in our society is ingrained with racist messages, and white people benefit from institutionalized racism. Valuing anti-racism is not the same as being free from ingrained thoughts, beliefs, and reactions.

7. “I’m offended that you see me/what I said as racist.”
Take this as a learning experience to deepen your understanding of racism.

8. “I can relate to the racism you experienced, because I’ve had a similar thing happen to me.”
As a white person you have never experienced what it’s like to be a person of color. A personal experience of pain is not the same as a lifetime of oppression.

9. “I’ve experienced discrimination, so that’s the same as structural racism.”
Racism is not just prejudice, but prejudice plus power. In our society, whites hold the power in a vast majority of institutions. Individual people of color may be prejudiced against whites, but the difference is that whites have institutional power to consistently deny resources and rights to people of color. People of color do not have similar power to use their prejudices in that way.

10. “Don’t bring up race or racism; that’s divisive.”
This often silences the voices of people of color within organizations who are seeking equity within that organization. Just because a topic like racism is seen as toxic or controversial, it is still a valuable (and often necessary) discussion to have within the work setting.


To learn more about racism, social work, and how to be anti-racist, join the conversation with the NASW-MD, Social Workers Unraveling Racism (SWUR Commit tee). We meet once monthly to discuss issues of racism within the social work profession and advocate for anti-racist policies and practices in our local communities.
How to Be a Connected NASW-MD Member

It's long been said that the best way to engage people is to ask, and the best way to get something done is to ask a busy person. To that end, here are some ways that you can easily promote the profession or shape the way our work happens. While your "mileage may vary", we guarantee satisfaction.

**COMMITTEE ON AGING:** This has been NASW-MD’s most active and influential practice-area interest group. Meeting the second Tuesday of each month at the chapter office, this group has fought for greater funding for Aging services in Maryland, protected the role of social workers in competency hearings, and actively works to recruit new students into Gerontological Social Work. The committee actively seeks professionals interested in gero practice, especially those who can inform the legislative process and/or are interested in promoting aging as a practice area. To join in, contact Debbie Silverstein at vze2r3qj@verizon.net.

**COMMITTEE ON SEXUAL MINORITY ISSUES:** The mission of the Committee on Sexual Minority Issues (COSMI) is to be a resource to the Maryland social work community and Maryland communities at large regarding lesbian, gay, bisexual, and transgender (LGBT) issues. The committee particularly needs members who are interested in exploring the intersection between COSMI with other special interest groups. To join, contact Daphne McClellan, dmcclellan.naswmd@socialworkers.org.

**CHILDREN, YOUTH AND FAMILIES:** This practice area interest group focuses on advocacy issues surrounding Children, Youth and Families, and serves as the voice for social workers serving this population. Members interested in shaping CYF policy and related CEU opportunities are especially needed. To join, contact Katrina Brewsaugh, kbrewsaugh@AECF.ORG.

**MENTORING:** NASW-MD offers the unique benefit of pairing experienced and new social workers in career-development relationships. The committee solicits mentors from our chapter membership who are social workers (currently practicing or retired) with at least five years’ experience. These mentors get matched with those who have asked to be mentored (mentees) for the purposes of: models of professional practice, opportunities and resources, an expanded professional network, a confidential advisor, connectedness to the profession of social work, and career development. To join, contact naswmdmentoring@gmail.com. In addition, this initiative is looking for new leadership, if you are interested, contact Daphne McClellan, dmcclellan.naswmd@socialworkers.org.

**START A NEW ADVENTURE:** NASW-MD will soon launch two new workgroups, and is looking for passionate members. The Professional Development workgroup will identify prescient topics, content, and speakers for continuing education events. To join in, contact David Shrank at David.Shrank@gmail.com. The Membership workgroup will develop, implement, and coordinate membership activities to ensure a diverse membership. The group would benefit from volunteers who can spend time contacting current and potential members. To join in, contact Joe Zappala at jzappala@yahoo.com.

**SOCIAL MEDIA:** Follow the most recent happenings through your favorite social media channel, and promote your findings. Find us on twitter @NASW_MD or on Facebook at www.fb.com/NASW.Maryland.

**SOCIAL WORKERS UNRAVELLING RACISM:** Formed after the unrest in Baltimore following Freddie Grey's death, this group seeks to create constructive dialogues about race. Monthly meetings include planning informative CEU offerings and responding to racial injustice in Maryland. To join, contact Barbie Johnson-Lewis, bjohnsonlewis@yahoo.com or Sarah Frazell, sarah.e.frazell@gmail.com

Beyond these opportunities, NASW-MD has many active practice-area interest groups, and we are always looking for new perspectives and passion. They include Private Practice, Macro Social Work, Social Workers in Schools, Behavioral Health, and Forensic Social Work. See the back page of this newspaper and the chapter website (www.nasw-md.org) to find out where and when groups meet.

Do you have other experience and skills to offer? Please email Daphne McClellan, Maryland Chapter Executive Director at dmcclellan.naswmd@socialworkers.org.
It began in 2016. In response to her inquiry in November, I met with Refugee Youth Project (RYP) Coordinator Kursten Pickup to discuss whether we could find common ground to provide services to Baltimore’s newly-arrived Syrian refugee families. Due to RYP’s successful efforts in meeting the needs of other immigrant populations, she informed me that Baltimore City Community College was interested in underwriting the costs of offering four different, non-cognitively-focused interventions through a grant proposal as support for the city’s burgeoning population of school-aged Syrian refugee children.

With the receipt of the grant money, Ms. Pickup convened a series of meetings with Ms. Ege, ESOL teacher at Beechfield Elementary/Middle School; Mr. Eric Haber, LGSW/social worker in the city’s Newcomer Project; and me to determine a way forward with the project. In early January it was decided we would offer sand tray work once each week for six weeks to groups of children (K-6th grade). The children were selected by Ms. Ege and Mr. Haber.

In late January Ms. Pickup and I started our visits with the parents of each selected child, and provided them with a consent form, a pre and post survey, and a Strengths/Difficulties Questionnaire (Robert Goodman, 2005). The opportunity to meet members of newly-arrived Syrian families was quite an experience. We learned much as we modified our western patterns of social behavior, which included placing footwear outside the front door, drinking hot tea smothered with raisins, cinnamon, and cardamom, and communicating through a cell phone app. It was also very different hearing Arabic spoken fluently, seeing women in traditional dress, and presenting consent forms written in Arabic to the parents. Every interaction was informative.

As the RYP administrative work with these families progressed and the work at school neared completion, questions arose about my involvement in this process. When would I meet the children? How would I introduce myself to them? How would I introduce sand tray work to them? Mr. Haber had been leading a support group with the students and suggested that my initial contact with them be part of his last group session. When the day arrived, I began by drawing pictures of a tray, sand, and toys (the word I substituted for miniatures) and showed them an example of what they might do with each by encouraging both Mr. Haber and Ms. Cooper to select toys from a basket, place them in the sand, and share their ‘stories’ reflected through their choice and placement of the miniatures. By the end of this meeting, both the adults and children were smiling and I felt like we had prepared them well enough to begin work.

Five children showed up the next week: two kindergarteners, one first grader, and two second graders. Thinking about trauma, adjustment-related dynamics, cultural norms, and my own excitement and insecurities regarding this opportunity, I decided to engage the children with a consistent routine in my behavior each week. This included how chairs were arranged around an easel, where each child sat in the circle, where groups of miniatures were placed on tables, how trays were positioned on each desk, and the step-by-step order of each sand tray meeting. The consistency appeared to provide all of us a much-needed sense of security. Due to these efforts, the children enthusiastically approached the tables of miniatures each week, plunging them down next to their trays, and giving ‘shape’ to the stories they wanted to tell. Observing their enthusiasm and interest was a joy. I was able to depend less on Ms. Cooper for interpretive help except for the storytelling part of each session and it was a learning experience watching the children trade miniatures, resolve disputes, and determine for themselves when working time was ended — all communicated, of course, in Arabic.

There were many challenges along the way. In one early session, I realized I did not have enough Mardi Gras beads in my collection. When the children wanted to use them in their trays, disagreements erupted when there weren’t enough to share. When they looked to me for direction, I didn’t say much. I only gestured that it was up to them to resolve such issues, which proved to be enough to encourage sharing behaviors. In another session, some miniatures were broken. Before we left for the day, and with Ms. Cooper’s help, we talked about holding and using them with greater care. At the end of another session, one child emptied all marbles from a table container and started shooting them on the floor playing a game of marbles, which I learned many Syrian children do for sport. In the blink of an eye, all the children were playing. Marbles were flying everywhere. I quickly called Ms. Cooper for assistance and made an effort to collect all the marbles rolling my way. Gathering the children in a circle before returning them to their classes, I told them I would buy them each a bag of marbles at the end of their six-week session, which was followed by a loud chorus of “shukraans” (Thank you) and smiles.

As time passed people would ask how my sessions were going and my response was often times, “I don’t know. I can’t comprehend anything being said. I can only look into the trays. As long as there is movement there, things will be okay.”

Through the weeks, I held heavily on Ms. Cooper to share stories the children were telling one another during storytelling time.

Several arose throughout this work:

- Was the emotional well-being of each child served or not? If so, in what ways?
- Were language skills improved or not?
- Was any semblance of hope, trust, personal safety, and/or self-esteem enhanced or strengthened?
- What did RYP Administrators learn from the Strengths/Difficulties Questionnaire (Robert Goodman, 2005) post-test?
- How might such findings inform future interventions?
- In what ways might Trauma literature inform such work?
- What research support might the sandplay community share regarding work with populations of young, trauma-impacted clients?

As refugees continue to seek a new home within the borders of our country, it seems there are many opportunities to exchange and supplement clinical knowledge regarding how this population can most effectively be served. It can’t happen too soon for me because I have another group of six children waiting to tell their stories in the sand next week!

Your feedback is welcome.

Larry L. Bucher, Sandtray Practitioner, has worked “in the sand” with other groups of refugee children in city schools through the RYP and can be reached at larrybucher46@gmail.com. Ms. Pickup, RYP Coordinator, can be reached at rypcoordinator@gmail.com; Ms. Ege can be reached at KHEge@bcps.k12.md.us; Eric Haber can be reached at ehaber@bcps.k12.md.us, and Ms. Cooper can be reached at NSCooper@bcps.k12.md.us.
HELP WANTED


Case Manager/Counselor Part Time. Provides case management services, short term counseling, support groups, and information and referral services to seniors (60+) and disabled adults and caregivers. City of Greenbelt. www.greenbeltmd.gov

CLINICIAN
Seeking a clinician to partner with police to perform (60+) and disabled adults and caregivers. City of Greenbelt. www.greenbeltmd.gov. Daytime hours and Monday and Wednesday evenings.

FAMILY COUNSELOR II Part-time. LGSW, LGPC, LCSW-C, or LCPC to provide therapeutic (English/Spanish) Mental Health clinicians who have an

LCSW-C/LPC

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JOBS IN BEL AIR, MD:
Social Worker, Clinical Resource Management - FT Days: Assess patients, develop treatment plans and coordinate discharge services throughout the hospital. Requires LGSW and demonstrated hospital background.

PT Behavioral Health Consultant, Emergency Dept: benefits & Social Work in crisis evaluations for admissions and discharge planning. Requires Maryland license at the LGPC or LGSW level. LICPC or LGSW preferred.

PT Social Worker, Oncology Support - Benefits included. Provide emotional support and arrange services for patients and families in this sensitive and compassionate setting. Master’s Degree in Psychology, Counseling or Social Work and 2-4 years’ clinical experience are needed. Oncology Certification (OSC-C) is preferred.

Social Worker, Readmissions/Inpatient - FRN Days: Provide incoming and discharge support for patients and families. Requires minimum LGSW and knowledge of case management, critical pathways and utilization management.

JOBS IN NAVRE DE GRACE, MD: PRN Behavioral Health Social Worker - PRN Weekends: Provide therapy to patients and families, manages cases, and arranges discharge and aftercare services. Must have minimum MSW and LGSW plus 1-2 years experience in a psychosocial setting.

Social Worker, Readmissions/Inpatient - FT Days: Provide incoming and discharge support for patients and families. Requires minimum LGSW and knowledge of case management, critical pathways and utilization management.

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CUSTODY EVALUATOR CIRCUIT COURT FOR ANNE ARUNDEL COUNTY
The Circuit Court for Anne Arundel County seeks a Custody Evaluator. The evaluator will conduct Court ordered forensic investigations. The position includes preparing custody evaluations, providing specific recommendations as to custody and/or visitation in contested family law cases, testifying in contested cases, evaluating whether specific cases should receive a custody evaluation, and serving as an ADR provider to help settle family law matters on the day of the trial hearing. The position requires conducting psycho-social interviews and conducting home visits. Occasional evening or weekend work may be required.

Required – Applicant must possess the education and licensure requirements detailed in Maryland Rule 9-203. The evaluator must be at least one of the following: a Maryland licensed certified social worker-clinical or a clinical social worker with an equivalent level of licensure in any other state; a Maryland licensed clinical marriage and family therapist or a clinical marriage and family therapist with an equivalent level of licensure in any other state; a Maryland licensed psychologist or a psychologist with an equivalent level of licensure in any other state; a physician licensed in any State who is board-certified in psychiatry or has completed a psychiatry residency accredited by the Accreditation Council for Graduate Medical Education or a successor to that Council. Applicant must possess a minimum of a master’s degree. The applicant shall have current knowledge of: domestic violence; child neglect and abuse; family conflict and dynamics; child and adult development; and the impact of divorce and separation on children and adults. The applicant must have excellent verbal and written skills, computer literacy, and the skills necessary to effectively interact with judges, magistrates, court staff, attorneys, and litigants. Candidates should have experience working with high conflict families or families in crisis. The ability to appropriately handle sensitive and confidential information is essential.

Preferred – Knowledge of family law/court procedures and training in mediation or alternative dispute resolution methods.

Salary – $52,219 to $91,448. Please apply by August 1, 2017, at 4:30 p.m. by submitting a cover letter, resume, and list of three references as a SINGLE PDF document to: Office of the Court Administrator. CustodyEvaluator2017@circuitcourt.org

PRIVATE PRACTICE
Seeking energetic LCSW-C/LPC to join rapidly growing group practice in Baltimore. Set your own hours and practice specifics as this is Your Practice. Flexible location, great location, great pay, opportunity, supervision, referral base. Maryland independent licensure is required. Please forward resume to DelthaTherapy@gmail.com, call 410-701-3770.

LCSW-C OR LPCP OUTPATIENT CHRISTIAN COUNSELING
Practice has pt openings for LCSW-C or LPC. Various locations throughout DC Metro and Baltimore metro regions- definitely a need in White Marsh at our brand new location. Suite C, go to website: 410-701-3770 or email resume to ErskineS@archcom.net. Very competitive pay, positive environment, delivering hope to others.

LCSW-C OR LPCP SAFE HARBOR BEHAVIORAL CARE
Has pt openings for outpatient LCSW-C or LPC. We have an innovative treatment approach involving embedding counselors in PCP offices throughout Maryland. We offer a very competitive pay structure, autonomy and flexibility. www.safeharborinc.com. Email resume to Erik Sundquist at esundquist@behcmp.com.

CLINICAL CONTRACTORS
Expanding Takoma Park psychotherapy practice seeks full and part time therapists with LG/LCSW, LG/ LPCC. Insurance credentialing, referrals and clinical supervision provided. Send cover letter and resume to bportertorpionmd@gmail.com.

LICENSED THERAPISTS
Fantastic job opportunity for licensed therapists in Pikesville or Silver Spring, MD. PsychCare is seeking an energetic therapist for a rapidly growing and well-established group practice. Flexible hours, etc. Some evenings and weekends. Competitive base. Maryland independent license is required. Send vitae and cover letter to hiring@PsychCareMD.com.

For more information about position: call 410-343-9756 (www.PsychCareMD.com)

PROGRAM DIRECTOR/REHAB. SPECIALIST
Expanding Psychiatric Rehabilitation Program has FT openings for Program Director and Rehabilitation Specialist. Must be licensed. Located in the Baltimore metro area. We offer a very competitive compensation package. Email cover letter and resume to Steven Jones at sjones@foundationmg.com.

VOLUNTEER OPPORTUNITY
Amedis Hospice needs volunteers in Baltimore City and Baltimore and Harford Counties. Multiple types of patient and caregiver companionship and support opportunities available. Free training. Contact volunteer services at 410-686-5635.

FOR RENT
PIKESVILLE
Attractive office with window for rent, full/part time in Pikesville. Great professional space for therapist, wellness, and holistic practitioners. Great opportunity to start your practice. Office is convenient to 695, metro/ bus line, and Baltimore county and city. Office suite offers spacious sunny waiting area, conference/group room space, free parking, and ADA accessible. Please contact: 410-701-9770, DelthaTherapy@gmail.com

TOWSON
Private unfurnished office available full time in four-office professional suite. Outstanding location. Solid wood doors, recessed lighting, and stunning balcony that runs the length of the suite. If interested, call 410-298-7862.

WHEATON
Beautiful suite in loveliest building in Wheaton, MD near Washington, D.C. Several medical practices, other professionals there. Handicapped accessible, free parking, easily reached by Metro and bus. Vibrant, growing, multicultural community, centrally located, convenient to Silver Spring, Rockville, DC, VA. Few mental health practitioners locate opportunities abound. Eighth floor soundproofed suite has large consulting room with custom wood drawers and cabinets, many windows, also abundant in comfortable waiting room. Separate small room has permanent shelves, for copier, fax, etc. Rental options include sublet and sharing.

Contact Linda Frey, M.D. Linda.frey2@verizon.net

COLUMBIA
Attractive office for rent, full/part time in Columbia. Great professional office space for therapist, and wellness, holistic practitioners. New to private practice? Great opportunity to start your practice. Office is convenient to 32, 95, 29, and 40. Office suite offers spacious using a large furniture, work waiting room, 2 bathrooms. Please call 410-995-5045, bjohonnenlee@yahoo.com

Mental health professionals

CLINICAL SUPERVISOR
From Associate Professor with doctorate and over 35 years teaching and clinical experience working with children, adolescents and families. Offering Specialty
### NASW-MD CALENDAR OF EVENTS July – October ’17

**All meetings scheduled for the Chapter office unless otherwise noted**

#### JULY

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>6:00 p.m.</td>
<td>Social Workers Unraveling Racism (SWUR)</td>
</tr>
<tr>
<td>26</td>
<td>6:00 p.m.</td>
<td>Children, Youth &amp; Family Comm. (CYF)</td>
</tr>
</tbody>
</table>

#### AUGUST

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>10:00 a.m.</td>
<td>Private Practice Comm.</td>
</tr>
<tr>
<td></td>
<td>Noon</td>
<td>DELEGATE ASSEMBLY</td>
</tr>
<tr>
<td>11</td>
<td>10:15 a.m.</td>
<td>Bd of Social Work Examiners (BSWE) at DHMH</td>
</tr>
<tr>
<td>16</td>
<td>6:00 p.m.</td>
<td>Children, Youth &amp; Family Comm. (CYF)</td>
</tr>
<tr>
<td>22</td>
<td>6:00 p.m.</td>
<td>SWUR</td>
</tr>
<tr>
<td>25-26</td>
<td></td>
<td>Leadership Retreat (Bon Secours Retreat Center)</td>
</tr>
</tbody>
</table>

#### SEPTEMBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:00 a.m.</td>
<td>Private Practice Comm.</td>
</tr>
<tr>
<td></td>
<td>11:30 a.m.</td>
<td>Priv. Practice Peer Consultation</td>
</tr>
<tr>
<td>4</td>
<td>4:30 p.m.</td>
<td>Bd of Social Work Examiners (BSWE) at DHMH</td>
</tr>
<tr>
<td>8</td>
<td>10:15 a.m.</td>
<td>Bd of Social Work Examiners (BSWE) at DHMH</td>
</tr>
<tr>
<td>12</td>
<td>5:00 p.m.</td>
<td>Chapter Ethics Committee (CEC)</td>
</tr>
<tr>
<td>18</td>
<td>Noon</td>
<td>Committee on Aging</td>
</tr>
<tr>
<td>22</td>
<td>6:00 p.m.</td>
<td>SWUR</td>
</tr>
<tr>
<td>28</td>
<td>All Day</td>
<td>Macro Conference (Maritime Institute)</td>
</tr>
<tr>
<td>28</td>
<td>All Day</td>
<td>Clinical Conference (Maritime Institute)</td>
</tr>
<tr>
<td>29</td>
<td>All Day</td>
<td>Clinical Conference (Maritime Institute)</td>
</tr>
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#### OCTOBER

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3</td>
<td>5:00 p.m.</td>
<td>Committee on Aging</td>
</tr>
<tr>
<td>4</td>
<td>4:30 p.m.</td>
<td>Social Workers in Schools (SWIS)</td>
</tr>
<tr>
<td>5-6</td>
<td></td>
<td>CAMPAIGN SCHOOL (in D.C.)</td>
</tr>
<tr>
<td>6</td>
<td>10:00 a.m.</td>
<td>Bd of Social Work Examiners (BSWE) at DHMH</td>
</tr>
<tr>
<td>14</td>
<td>9:00 a.m.</td>
<td>Bd of Social Work Examiners (BSWE) at DHMH</td>
</tr>
<tr>
<td>20</td>
<td>All Day</td>
<td>School Social Work Conference</td>
</tr>
</tbody>
</table>

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**CLASSIFIEDS, CONT.**

training and supervision in family therapy, motivational interviewing, CBT, ABA and/or equine (animal) assisted psychotherapy. Individual or group supervision available in Howard and surrounding counties. Call Ed Pecukonis MSW, Ph.D. LCSW-C 410-493-1530, qualityclinicalsupervisor@gmail.com.

**CLINICAL SUPERVISION OFFERED—WEEKEND HOURS. CATHOVILLE**

Supportive, strengths-focused board approved supervisor with 15 years experience offering individual and group supervision. Contact Karen J. Hetrich, LCSW-C at 410-487-2977 or http://karenjhetrich.com/clinical-supervision.html

**SUPERVISION**

Clinical Social Work Supervision by Board Certified LCSW-C with 23 years experience. Evening and weekend hours. Available in Rockville and Olney offices. Leslie M. Solomon 301-424-1987. lmslcswc@gmail.com

**STETSON SCHOOL**

Specializes in the treatment of males ages 9-22 with problem sexual behaviors with IQs of 50 and above. Services include Behavioral Disorder Treatment, 120-day Fast Track, Sexual Abuser, Sexually Reactive, Healthy Sexuality, and Alternative Learning treatment tracks. We provide family, group, individual and animal therapies. Our school is chapter-796 special education approved. Contact Kathleen O’Connor 978-355-4541 x4013 www.seventhills.org/stetsonschool

**Maryland Access Point** (MAP) toll free number, trained options counselors, and searchable directory can help older adults, individuals with disabilities, and caregivers understand options for long-term services and supports. For more information: Call (844) 627-5465 or visit www.marylandaccesspoint.info

**SOUTHERN MARYLAND**

Doreen Mullen
Anna Allikhan
Stacey M. Hobson
Kameko Johnson-Styless
Shonie Marten
Rachel Glun
Sharon L. Proctor
Courtney Shelton
Sarah Clow
Hayley E. Murphy

**WESTERN MARYLAND**

Laurel Chapelie
Sarah Christine Smith-Trawick
Teresa Wilson
Erin Nicole Goff

**SUBURBAN MARYLAND**

Shatelia Blount
Sonja Chestnut
Kara Genderson
Vicki Klein
Jessica Sorensan
Avery Elizabeth Wilkinson
Comfort Woehler
Diamond Davis
Tanya Kulpraserat
Ruth Lieban Levine
Mariika K. Mends
Deborah Oshinongboyee
Patricia Parra Moreno
Emma Silver-Alford
Gabrielle Walton
Cynthia S. Wright
Serota Begaey
Michele Catherine Brown
Terrill Coles
Brianna Dance
Simmi Day
Samantha W. Falzoi
Gretchen Glick
Natali Elizabeth Iraheta

**EASTERN SHORE**

Connor Hughes
Kellieann Louise Tyner
John Edward Fuller
Abby Mae Tyner
Mandy Wright

**METRO BALTIMORE**

Megan Elizabeth Belich
Courtney Paige Brouse

**TERRENCE THADDEUS BROWER**

Rena Card
Mary Carrington
Jennifer Cleannous
Shedda Esdall
Stephanie Furman
Jeff T. Gribenetrog
Ashley Haespel
Mary Kelly
Robyn Maggio
Kimberly Michelle Maxwell
Colleen Novakc
Carolyn Irene Potocy
Alexandra Theo Samets
Patricia Ann Smith
Yoko Stevens
Terry White
Shirley Ann Wolf

Robert Brandon Barnes, Jr
Joshua Logan Bombino
Maurika Eaton
Aparna Gupta
Lalla Jayson
Quiana Tarisha Jordan
Bianca Joseph
Nicole McGill
Colleen Russo
Kal Shea
Lauren Soummern
Elizabeth Stoner
Aliyson C. Tarbox
Maria Tolbert
Meghan Albai
Michele Beaulieu
Alaysia Buidros
Jessica M. Calle
Rubyka Davis
Katherine Esser
Domiqne Fryer
Briane Renee Hevner
Sarah Hafsommer
Valentina Alexa Hollinger
Lisa Kay
Lorpu Zanne Krageb
Jessica Marvel
Hollei Nicole Mills
Rebecca Mary Odegaard
Sharon Carol Pilachowski
Deborah M. Ramelmeier
Avery Elizabeth Wilkinson
Deborah Oshinrongboye
Patricia Parra Moreno
Emma Silver-Alford
Gabrielle Walton
Cynthia S. Wright
Serota Begaey
Michele Catherine Brown
Terrill Coles
Brianna Dance
Simmi Day
Samantha W. Falzoi
Gretchen Glick
Natali Elizabeth Iraheta

**DO YOUR CLIENTS NEED SOCIAL SECURITY DISABILITY BENEFITS?**

Getting Social Security Disability benefits is a long, hard process. Your clients can learn what it takes to win a disability case by ordering a FREE COPY of my Unofficial SSD Guide to Social Security Disability Claims. Order by calling my office at (877) 784-7370 or go to my website: www.SharonChristieLaw.com/freebook

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**PROFESSIONAL DEVELOPMENT**

**CENTRE FOR CHILD AND FAMILY TRAUMATIC STRESS AT KENNEDY KRIEGER INSTITUTE**

6TH BIENNIAL TRAUMA CONFERENCE

Addressing Trauma Across the Lifespan. Responding to Modern Day Threats and Social Discord

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Register Today!

http://www.cwst.org/ctkwi17

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**MISCELLANEOUS**

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Getting Social Security Disability benefits is a long, hard process. Your clients can learn what it takes to win a disability case by ordering a FREE COPY of my Unofficial Guide to Social Security Disability Claims. Order by calling my office at (877) 784-7370 or go to my website: www.SharonChristieLaw.com/freebook