Fall Clinical and Macro Conference allows attendees to earn ALL CEUs required for license renewal

By Jennifer Yoshikawa, BSW

Throughout these turbulent times, NASW Maryland has worked to provide our members with a place to find comfort and seek refuge. Despite having to make the transition to online webinars, our annual Fall Clinical and Macro Conference is still on—join us virtually on September 24, 25, and 26 to discuss the issues most affecting our profession. Workshops will cover a mix of clinical and macro topics as we continue to understand their interdependence on one another.

One may register for one, two, or three days of the conference. However, those who register to attend all three days of the conference can earn up to 23 Category I CEUs including a number of opportunities to earn ethics and supervision CEUs. After the conference ends, those attendees will be given access to recordings of each session through the remainder of 2020, and can earn an additional 32 Category II CEUs.

Thursday's webinars will focus on anti-racist social work practice in a society that is structurally and systemically racist. The keynote address, Is Social Work about Social Justice or Perpetuating Systems of White Supremacy? will be presented by NASW-MD Board President, and Co-Chair of our Social Workers Unraveling Racism (SWUR) committee, Barbie Johnson-Lewis, LCSW-C. We are excited to provide a space for social workers to come together and discuss the most pertinent topics of our profession during brown bag lunch discussions. Thursday’s topic will cover how we are integrating anti-racist practices into our work.

Friday, September 25

Friday's webinars will focus on social work in the time of COVID-19. Sarah Butts will serve as our keynote speaker in her address, Social Work Practice and Policy During the COVID-19 Pandemic. Friday’s brown bag lunch session will be a discussion on how COVID-19 has impacted social work practice in its many forms, and lessons we have learned from this experience. Workshop topics include the effects of COVID-19 on Intimate Partner Violence, disparities among people of color, financial stress, and more.

Saturday, September 26

Saturday’s programming will provide additional opportunities to earn CEUs in ethics and supervision. Workshops will include additional topics ranging from supporting new parents to mental illness and psychosis to growing your own private practice.

Vital Information about Supervision Changes

By Daphne L. McClellan, PhD, MSW

At the NASW office I often receive questions regarding social work licensure and, in particular, supervision, so I decided to address those questions. A lot has changed over the past few years regarding supervision requirements under the revised Social Work Licensure Act and corresponding regulations. It is important that our members understand the changes in order to know how they might be affected. Are you an LBSW or LMSW? Are you an LCSW or LCSW-C who provides supervision to others? If so, the changes will affect you.

Any person licensed at the LBSW or LMSW level engaged in the practice of social work must be supervised. Previously, the requirement was that they had to be supervised by an LCSW or an LCSW-C, and supervision was required forever or until the supervisees were granted LCSW or LCSW-C status themselves. Under the new statute and regulations that went into effect last year, several changes have occurred regarding who must be supervised, for how long, and what kind of supervision is required. Supervision for those seeking advanced licensure (the LCSW or LCSW-C license) has not changed. These licensees must be supervised by a board approved supervisor appropriate to the license they are seeking. However, LBWSs and LMSWs who don't plan to apply for advanced licensure now have options for supervision. Of course, your employer may impose any supervision requirements they want; even if you are an independent practitioner you may have a supervisor and that person may or may not be a social worker. However, for the purposes of licensure, LBWSs may be supervised by any board approved supervisor at the LBSW, LMSW, LCSW or LCSW-C level. LMSWs may be supervised by any board approved supervisor at the LCSW, LCSW or LCSW-C level.

If you are currently providing supervision to other social workers or if you would like to, it is highly advisable that you complete supervision training and become registered with the Board of Social Work Examiners (BSWE) as a board approved supervisor. Beginning in January 2021, any person supervising a social worker for independent practice must be a “Board Approved” supervisor. In addition, it will be required that...
NASW is working on multiple fronts to prevent the spread of COVID-19 while ensuring access to essential social work services. NASW members are supporting disease prevention efforts and helping to address growing anxiety and inequality during the pandemic. Your health and safety is our priority.

**Advocacy**
Learn how NASW is advocating at the federal, state and local levels to secure insurance reimbursement for clinical social workers providing in-home teletherapy, to expand use of virtual courses to satisfy CE requirements, and to provide economic relief for multiple populations.

SocialWorkers.org/Advocacy

**Practice**
Find information from leading authorities on the coronavirus and efforts to contain its spread in communities. Also learn what social workers are doing to deliver services virtually and provide resources for the most vulnerable clients. Get training and advice to meet your work and personal responsibilities.

SocialWorkers.org/Practice/Infectious-Diseases/Coronavirus

**Chapters**
NASW Chapters provide the best information about the pandemic’s local impact on social workers. Chapter staff and volunteer leaders are taking your COVID-19 related issues to elected officials and sharing the best resources from social workers in your state or territory.
SocialWorkers.org/About/Chapters

**Network**
NASW members share ideas and perspectives on the MyNASW online community. Log in and search for existing discussions or start your own topic. In addition, NASW social media sites (local and national) connect you virtually to the nation’s largest network of social work professionals.
SocialWorkers.org/MY-NASW

**Operations**
Get answers about your membership status and benefits through our Member Services team. NASW staff are working remotely to develop programs and resources that support you during this unprecedented crisis.
SocialWorkers.org/Membership

Call 800.742.4089 Mon-Fri or email membership@socialworkers.org.
Welcome to President Johnson-Lewis

I would like to welcome Barbie Johnson-Lewis as she launches her term as president of our chapter. I have worked with Barbie for several years as she served as Vice-President and then President-Elect of our board and as the co-chair of SWUR. I look forward to serving as the executive director under her leadership. I also wish to thank Dr. Anthony Estreet who completed his term as president on June 30th. Each president leaves a personal mark on the chapter and Anthony’s contributions have certainly left us a better organization.

The past five months have been scary, isolating, and exhausting but we have made it through. I have enjoyed communicating regularly with you our members, through the enhanced weekly ENews and I have particularly enjoyed the responses which many of you have sent to me. It is nice when the communication is not just one-way!

Please read the article in this issue regarding all that we have been doing during the pandemic. Also read about changes in our licensing laws on pages 1 and 10.

We are here for you and since everything has gone virtual, it does not matter where you live in the state- you have equal access to all meetings and events hosted by the chapter. I have seen a number of new faces over the past few months at our GoToMeeting events, and I hope to see yours soon!

On September 24-26, the MD-Chapter is hosting its first virtual conference. Our macro and clinical conference is scheduled for 3 days. The first day webinars will focus on the racism in this country and how it has impacted our clients and social workers of color. Day two will focus on the impact of COVID-19 on our clients and our social work profession – particularly workers on the frontlines. We are called by the nation to be a part of the narrative to address how the police engage in our communities in response to mental health crises, welfare checks, unarmed persons, and peaceful protests with the understanding that communities of color are most terrorized by police and their continued unjust arrests and killing of Black and Brown people.

However, it is paramount to recognize the ongoing struggle and acknowledge our profession’s ties to racist systems and practices that have continued to marginalize communities of color as well as harmful and traumatic experiences perpetrated on social workers of color in social work agencies, schools, and licensing governing boards.

Coping during this time is going to take all of us to join in a new journey, a new perspective, a new lens, and a new narrative that will change how we do social work. It has been a long time coming, and we are at the crossroads where we can change the systems that increasingly oppress all of us.
Yes, it matters.

Evan Martin, MSW, LMSW
Psychiatric Rehabilitation Specialist

Taking stock of Saturday, June 7th to help others recognize the multitudes of our shared experiences: marching for Black lives in DC was equally exhilarating, frustrating, and hopeful. Walking through those streets with thousands of random people collectively determined to fight for change was inspiring.

But it’s also exhausting, as a Black man and just generally as a human being, to realize the scope of change necessary. Our warped culture perpetuates harm against its people, criminalizing survival and treating vulnerable people as “asking for it” or fabricating harmful stereotypes of whole demographics. Simultaneously, the criminal activities of uniformed cops are hypocritically excused as the actions of a “few bad apples”.

As recently as 2018, 35 states had no law on the books that expressly defined sex between police officers and their detainees as consensual. Our elderly can be pushed to the ground in a bloody heap for nothing; a 12-year old boy gunned down in mere seconds for nothing; a Black mother with her child present can be gunned down in her own home for nothing; and a Black man can be choked to death for nothing, while other cops defend these occurrences under the guise of “serve and protect”.

All this senseless death and destruction is not new, but are harms carried out over generations. What seems different in this moment is how many people realize that state sanctioned violence doesn’t just happen to “them” or “those people”, but everyone. What gives me hope is that more people are actively engaging with the idea that our systemic inequities can be fixed, rather than ignoring the problem or actively maintaining the status quo. But the struggle won’t be over soon. Past civil rights movements endured for not just weeks, but months and years, and continue into the present.

Whether you can physically join a protest or not, I encourage you to speak up and be the change you want to see by whatever means you can. I’m out of patience on this and I hope you are too. Silence is no longer an option and justice, not peace, must be the goal. Now and forever, Black lives matter.
In 2020, the world changed drastically, and NASW-MD is proud to be a resource of support, education, and advocacy for our members. NASW membership is not meant to be only a yearly commitment of paying dues, but a lifetime of participation. Membership provides access to a professional support team. We never know when we will encounter an ethical dilemma or need guidance with licensing or CEU requirements. NASW-MD is the resource that makes the process of being a social worker, a student, a professional, or a retiree easier. NASW-MD would like to be your go-to resource. We offer a network of social workers throughout the state with a wide range of experience. Student members are able to find and focus on their career paths by attending NASW events and learning about their options and opportunities. Other members can benefit from the online resource library, the NASW community, CEU discounts, engagement with other social workers, the ethics helpline, and practice insurance. Every social worker benefits from the tireless advocacy NASW provides on a consistent basis to ensure social workers aren’t just essential in a hashtag but through the implementation of policy, regulation, and laws. NASW-MD supports you! Please continue to support us by renewing your membership or becoming a member today at www.socialworkers.org/nasw/join.

What exactly has NASW MD been doing during this everchanging social climate?

- NASW MD created designated pages on our website and posted timely and relevant reading materials for social workers to access, sent links to members, and posted links to those pages on social media.
- We changed gears and cancelled all face to face conferences and workshops. We were trained on how to host live webinars, and planned and implemented 40+ webinars between late March and the end of June to help social workers earn their Cat. I CEUs. Webinars included topics on becoming better equipped with reopening practices; utilizing teletherapy; and learning how to address systemic oppression and racism.
- We have been busy answering emails and phone calls with questions relating to ethics, licensing, and sometimes just to discuss the pressure social workers are experiencing.
- In order to facilitate communication with our members during the stay-at-home order, the NASW MD Member E-News was stepped up from monthly to weekly distribution. Ending each week with an encouraging message from our Executive Director, the increase in frequency allowed members to stay updated and connected. Information was shared about quickly changing regulations including stay at home orders, issuance of the state of emergency, and practice updates. Social workers and all NASW members were also encouraged to join the NASW Chapter Facebook Group in order to engage with other social workers and students across Maryland.
- In response to our members’ concerns related to heavier workloads, the chapter hosted Self-Care Fridays, a weekly event promoting self-care through exercise, discussion, and support. Self-Care Fridays were led by a different social worker each week and provided a space for members to relax, vent, learn, discuss, and even exercise with each other. NASW MD continues to encourage each social worker to practice self-care and utilize the tips published in the weekly E-Newsletter.
- Specialized chapter committees on aging, private practice, social work in schools, legislative, behavioral health, children youth and families, Macro social work, and professional standards are active and accessible to assist social workers and social work students in navigating career challenges garnering support from one another. COVID 19 has highlighted the importance of having a professional community to reach out to in times of change or crisis. NASW MD has spent 65 years building that community for social workers, students, retirees and associate members. Throughout the pandemic, our committees have continued to meet on virtual platforms, enabling members from across the state to participate and gain support during this time of social isolation.
- When the murder of George Floyd occurred NASW-MD immediately turned to our SWUR (Social Workers Unraveling Racism) committee. The committee was formed in 2015 after the death of Freddie Gray. They planned a panel of speakers to discuss the ongoing incidents of African American deaths since Freddie Gray, and the panel aired the event on June 30th. SWUR has planned a second installment of the Community Conversations Series to air before the end of the summer. The recording of the first discussion was made available on the NASW Facebook page as well as the SWUR Facebook group, and can be accessed by social workers, social work students and other members of the community. NASW MD will continue to be a part of the discussion to promote anti-racism. However, the goal is not to simply talk about change but to take steps toward implementing change.
- NASW-MD’s 3-day virtual Fall Clinical and Macro Conference will include a full day of presentations by speakers that focus on anti-racism. The second day of the conference will focus on social work during COVID 19. There will be an additional (45–50) live webinars in a variety of topics relevant and timely to our profession.
- NASW MD has also focused its attention on students during the past five months. We hosted two virtual discussions with student members and executive director Daphne McClellan. The discussions highlighted the requirements regarding licensure, supervision, and the importance of utilizing NASW MD for support. Student members are now participating in a survey so NASW MD can gauge their needs and provide appropriate opportunities and benefits for their membership.
As social workers, we have all heard of Abraham Maslow. In 1943, he suggested that in order for an individual to be able to pursue becoming their best self (he called it “self-actualization”), they must first have other, more basic needs met. Maslow identified the prerequisite needs as physiological (food, clothing, shelter, health/mental health); a sense of safety (personal safety, emotional safety, financial security); love and belonging (friendship, family, social connection); and esteem (self-esteem, respect, status, freedom). Once these needs were assured, the individual had the psychological ability to grow.

Not all social workers are as familiar with Benjamin Bloom, who also worked in the mid-twentieth century. Bloom was an educational psychologist and was interested in describing a more systematic way of developing effective curricula so that learning could be maximized. In its current form, what has come to be called Bloom’s Taxonomy includes three domains: cognitive (what we know, understand, evaluate, apply); affective (what we feel, attend to, value); and psychomotor (what we perceive, do, how we adapt). Teachers learn about Bloom the way the social workers learn about Maslow.

As School Social Workers, we have one foot in each world. Our role has always been best summed up as the professional who works with students (and their families) to remove barriers to learning. We have been a social work specialty for over 100 years, and we have gotten pretty good at what we do. Our rallying cry is, “Maslow Before Bloom.” Makes sense, right? Education is the road to a better life. You can’t learn when you are hungry, or sleepy, or frightened, or denigrated.

Then came Spring 2020, first with COVID-19 and then with another tragic reminder of the institutional injustice of American society. It was a one-two punch.

Maslow feels so large these days. Previous barriers are magnified, new barriers have popped up everywhere. Our sense of safety is, at best, rickety and many of the human connections that used to support us are now much less accessible. How do we take care of ourselves and our own families while also meeting the needs of the children and adolescents we serve?

When we work with students, we are always striving to build their resilience. In the current health and social climate, resilience is more critical than ever. Like all skills, resilience is made up of components that improve and strengthen with repetition and practice.

Social Workers everywhere have been the forgotten First Responders in this crisis. We not only serve in schools, we also work in child welfare, hospitals, and nursing homes where the needs and the losses have been large. As social workers it is critical that we focus daily on building our own resilience, practicing self-care, and attending to those we love so that we can then attend to the needs of those we serve.

Please be well. Build your resilience.
Rural child social workers offer pandemic perspective

By Susan Radcliffe and Daniel Pollack

The allure of being a child social worker in a rural area is strong. Social workers who decide to work in smaller communities may forgo an abundance of resources to support families, but they gain a slower-paced, socially supportive neighborhood with strong connections to the natural environment. So what happens during a first-in-our-lifetime pandemic in communities already lacking in resources? It gets complicated.

“We need kids to be in school,” says one anonymous child welfare social worker in rural Maryland. “We aren’t getting reports nearly at the rate we used to, but I know abuse is still occurring. I am concerned we are keeping kids safe from the coronavirus but putting them at a high level of risk for abuse. Parents are at the end of their ropes. We need PPE for staff. We need to be doing lots of things to set the office up with social distancing in mind so we can bring kids in to interview them. Staff don’t have suitable laptops. I wish we had been better trained in new technology before this happened.”

Challenges facing rural children

According to the 2013 American Community Survey, 2.6 million rural children under the age of 18 live in poverty. The rural child poverty rate increased from 19 percent in 1990 to 26 percent in 2013 and is significantly higher than the metropolitan rate of 21 percent. One in five rural counties in the U.S. has a child poverty rate higher than 33 percent, but another one in five has a rate lower than 16 percent.

The Fourth National Incidence Study of Child Abuse and Neglect reported in 2010 that rural areas present a higher rate of substance abuse and addiction, more families residing in poverty, higher percentages of unemployment, and lower education levels. “Rural poverty can be attributed to poor access to employment opportunities, low educational attainment, and other factors,” the study reported.

With COVID-19, new issues have emerged and other problems persist. “The hard part about rural social work is that our resources are limited to begin with,” says Vicki Thompson, a social worker in Maryville, Mo. “When COVID-19 hit, many of them were quickly gone. We’ve had to figure out ways to get folks help without really having many resources ourselves.”

Social workers in rural areas know schools may provide the only hot meal of the day for some children. One in nine people is food insecure and does not have the means to adequately provide food for their family. Historically, food banks have assisted families, but COVID-19 has caused food shortages. For small agencies, delivering meals to remote rural places is not possible due to the distance, and many public transportation options and shuttle buses have shut down.

Schools also provide stable, consistent, and predictable schedules for rural kids. Emotional connections with school staff provide support and attention sometimes missing at home. Many rural schools offer school-based wellness centers where mental health and somatic health care can be obtained.

Additionally, 31 percent of rural communities are impacted by the opioid epidemic. When a family is already stressed from poverty and struggling with addiction, mental health issues, lack of resources, home schooling, under-employment, and forced isolation, it’s no wonder they desperately need help.

Challenges facing rural social workers

Rural social workers are impacted personally and professionally when a pandemic hits because they are integrally connected into the fabric of the community. They see clients at Wal-Mart, the movies, and grocery stores. If they don’t know everyone personally, they have at least heard of them or “know someone who knows someone.”

Even though COVID-19 has affected rural areas less than many urban centers, rural social workers are likely to know someone impacted by the virus. Working from home puts rural social workers in unfamiliar territory, leaving them feeling ineffective and unproductive.

“Staying connected to clients and families is crucial, especially in remote areas where social interaction with individuals other than family is not common. Even with improvements in telemedicine and teletherapy, there are essential differences in delivering child welfare services to rural and remote areas. There is no way, for example, to shorten the distance between a child welfare worker and a client. One face-to-face visit may take an entire day. As a result, some child welfare services will cost more, and we need to work with state legislators to ensure that these services are financed properly and that all families have access to internet services. For rural communities with broadband, social media is a great communication tool. It allows people to share content effectively, in real-time. The Federal Communication Commission recognizes that “many low-income consumers, particularly those living in rural areas, lack access to affordable broadband and might not be able to realize these benefits.” In response to COVID-19, the FCC adopted many new programs, established a $200 million COVID-19 tele-health program, and waived restrictions on access to rural communities.

The immediate future

Another wave of COVID-19 or another strain of the present virus may be looming. What can rural social workers do to prepare? Here are a few things to consider:

• Plan: The development of a comprehensive plan is crucial. Integrating other home visiting programs, educational systems, health care and faith-based services, and local broadband is vital. Social workers also need to focus on self-care. “There will always be abuse, kids will always be hungry, and horrible things occur to families,” one social worker observes. “You can’t stop or prevent them all. You need to take care of you first before you can help anyone else.” Agencies can establish a support system where colleagues are paired and check up on how each one is managing, feeling, and coping.

• PPE: If a person doesn’t feel safe, they can’t do their job effectively. Having appropriate protective equipment can in-

still a level of confidence. Masks, disinfecting wipes, gloves, and hand sanitizer can be great comforts.

• Technology: When forced to work from home, the internet is a lifeline. How can it be optimized? Do all staff have a reliable computer? Can free wifi/hotspots be put into place? Are there supportive services that can customize child welfare services to each client?

• Naloxone: Rural areas have been hard hit by the opioid epidemic. Organizing free Naloxone training for families and children can save lives.

• Coordinate: Rural areas have a tradition of caring for each other. Many people are out of work or their work duties have changed. They are looking for ways to help. Connecting with schools, churches/religious organizations, and civic groups offers a way for invested people to get involved. In the rural community of Hurlock, MD., for instance, school personnel at the elementary school are delivering meals from the cafeteria to families.

• Food: Working with local food banks, food processing plants, restaurants, and grocery stores can help those who are food insecure obtain enough to eat. “Quite simply,” says Megan Cook, co-director of CarePacks in Talbot County, MD., “If you are hungry, we’re going to figure out how to help you.” Working directly with school social workers, 400 families were identified and a host of community volunteers delivered meals to their doorsteps.

• Law: “Rural social workers and attorneys must collaborate to ensure families have access to all available resources,” says South Dakota attorney Brooke Swier Schloss. “With COVID 19, the ‘old ways’ of doing things have changed, and rural social workers and attorneys must all adapt. All parties must concentrate on the fundamentals of good communication to provide for rural children and families. Staying in regular contact with rural social workers and families is vital to allow the attorney to best represent their client as the family navigates the legal system.”

Like never before, COVID-19 has forced rural child welfare social workers to be versatile and multifaceted. We adapt and improvise, often running on the fuel of commitment to our communities and the families we serve.

Susan Radcliffe, LCSW-C, is a mental health therapist with rural roots, and a clinical social worker at the Dorchester County Health Department in Cambridge, MD. sue.radcliffe@maryland.gov

Daniel Pollack, MSSA (MSW), JD, is an attorney and professor at Yeshiva University’s School of Social Work in New York. dpollack@yu.edu

Reprinted with permission of NRHA, National Rural Health Association https://www.ruralhealthweb.org/
Learning About Digital Technology and Older Adults

By Casey Saylor

I never really had time for half-day and all-day trainings, but over the years I’ve developed a list of ones that I’d like to attend on that unlikely day when my work slowed down. Business as usual screeched to a halt and transitioned online, I’ve had a unique opportunity to spend hours on my couch crossing trainings off my list. Of all the trainings I’ve taken over the past few months, there is one training provider I found to be particularly relevant at this time: Digital Peer Support. This nonprofit is dedicated to improving support for individuals experiencing mental illness and addiction by bringing peers into the digital space. To promote this mission, they offer a number of online, research-backed trainings including the Digital Peer Support Certificate and Advanced Certificate on Digital Technologies and Older Adults.

As a macro social worker in the aging field, I was ecstatic to find an opportunity to improve my digital engagement with the older adults I assist. The $50, 4-hour training speaks broadly about technology and how older adults interact with it, with most recommendations relevant to anyone supporting older adults. The presenters Karen Fortuna, PhD, and Robert Walker, MS, COAPS are actively researching how to improve behavioral health outcomes among older adults through peer support technology, making their presentation a goldmine of useful statistics around aging, technology, behavioral health, and peer support.

By now, you’re probably wondering what peer support is. In the context of behavioral health, a peer is someone who shares the experience of living with a psychiatric disorder and/or addiction. Peer support then, is the “process of giving and receiving encouragement and assistance to achieve long-term recovery.” It can be provided by trained peer support professionals or organically among peers (i.e. Alcoholics Anonymous). Peer support is an evidence-based practice for promoting long-term recovery from behavioral health disorders.

Across the country, peer support is a growing workforce. In Maryland, many peer support specialists are certified professionals, known as certified peer recovery specialists (CPRS). We currently have over 300 CPRS working in settings like hospitals, treatment programs, homeless outreach, and harm reduction, often alongside social workers and clinicians.

If you’ve never interacted with peer support before, I encourage you to get your first taste through this training. If you work with peer support specialists, this training is a great opportunity to learn about their work and learn practical ways of partnering through technology. If you want to learn how to engage older adults through technology, this is the training for you, with the added bonus of learning about peer support at the same time. Happy learning!

Here’s a sneak peek at the Advanced Certificate on Digital Technologies and Older Adults training agenda:

- Technologies for older adults
- Older adult technology preferences
- Normal aging and technology
- The role of family and caregivers in technology
- Recognizing signs of abuse and neglect
- Addressing loneliness and social isolation

Citations

2 “Peer Support: Research And Reports.” Mental Health America, Mental Health America, 2020, https://www.mhanational.org/peer-support-research-and-reports

Adoption Competent Therapists

Families connect with C.A.S.E. when they receive recommendations from trusted sources like you.

866-217-8534
appts@adoptionsupport.org

www.adoptionsupport.org / referrals

Refer foster & adoptive families to C.A.S.E. for specialized adoption-competent mental health services.
Moral Distress Takes A Toll

Rachel Imboden, MSW, LSW
Doctoral Student
University of Maryland, Baltimore

What is ethics stress and moral stress/distress?

In the Spring 2020 issue of the Journal of Social Work Values and Ethics, I wrote about my finding that ethics stress was a unique predictor of burnout in a sample of social workers (Imboden, 2020). However, ethics stress also referred to as moral distress is not widely discussed in the social work literature and I would guess that many of you have not discussed it within your workplace. There is a lengthy debate in the literature about the nature of moral distress – less so about ethics stress since the term is not used as frequently. For the purposes of this article it is useful to think of the terms as related to the uncomfortable or troubling emotions, sensations, and/or cognitions you might experience when working through or addressing ethical challenges in practice (Fourie, 2015; Raines, 1994; Wilkinson, 1987). I include the word ‘uncomfortable’ because not all stress is distressing and can even push us to take needed action (Lützén et al., 2003). In practice, these ethical or moral challenges can take a variety of forms, from observing the unethical behavior of others to being asked to engage in unethical behavior by a supervisor. In most (if not all) cases, a decision is made about how, or if, to act. In my own work, the most difficult moral challenges I faced were often related to organizational policy or culture (including that of government) and the extent to which it did or did not empower me to deliver the resources and services most needed by the clients I served. I increasingly suspect that this disempowerment was, and is, not accidental.

How is the experience of moral stress/distress manifest?

Certainly, the experience is an individual one; however, the nursing and social work literature have identified some indicators. One of the first signs might be the experience of emotions such as frustration or anger when encountering injustice, feelings that could lead to guilt or reduced personal agency if the practitioner is unable to positively intervene (Wilkinson, 1987). Additionally, individuals have noted physical symptoms including headaches, stomach upset, fatigue, and nightmares (Ulrich et al., 2007; Wilkinson, 1987). A study by Fronek et al. (2017) also identified changes in tone of voice and body language when hospital social workers were discussing morally relevant stress. If unresolved, experiences of moral distress may impact practitioners’ personal lives, their interactions with clients and coworkers, and ultimately lead to a desire to leave their jobs (Mänttäri-van der Kuip, 2016; Wilkinson, 1987).

What can social workers do to mitigate the impact of moral stress/distress?

Moral stress/distress can be overwhelming. The first step in addressing the experience is to develop an awareness of the morally relevant aspects of one’s work including the ways in which we unknowingly (or knowingly) reinforce structural oppression. While we certainly experience constraints on our actions, we also have choices about when and how we will respond to ethical and moral challenges in our work environments. Once awareness is gained, consultation with supervisors, coworkers, and trusted colleagues may be a good place to begin a dialogue and obtain feedback and support (Fronek et al., 2017). Healthcare organizations often have ethics committees and advocating for this resource in your agency may prove helpful. The National Association of Social Workers (NASW) also offers a free ethics consultation service for members. In the absence of effective resolution of an ethical issue, social workers may need to consider whistleblowing or challenging problematic policies. Further, the NASW Code of Ethics is clear in its call for social workers to engage in political advocacy that directly addresses moral issues, such as racism and economic inequality, at the macro level (NASW, 2017). These strategies can aid social workers to avoid emotional numbness and to resist unethical practice.

References: Please contact author at rimboden@ssw.umaryland.edu

SU School of Social Work
FIGHT TODAY FOR A BETTER TOMORROW
The Time Is NOW
Commit to a Career in Social Justice.
We are in unprecedented times.

That statement has been made repeatedly over the past few months, yet each day it becomes more substantiated. This pandemic has become a global crisis and many of us are finding ourselves slightly limited in what we can offer patients. For some clinicians, the quarantine’s disruption in our personal lives has been challenging. Social activities and routines that we rely upon to maintain our overall stability are now gone. Without a doubt, the pandemic has the potential to alter our mental health and overall wellbeing.

A few months ago, many of us didn’t have time to acknowledge that we were experiencing increased stress and anxiety when forced to make swift changes in our professional routines. We were being pushed to expand our personal and professional comfort zones, forced to learn new ways of communicating and as a result, our clinical practices were immediately impacted. These stressors may have presented in our minds and bodies as forgetfulness, fatigue and/or sleep disturbance. Financial worries, information overload, and grief from the absence of therapeutic spaces have all contributed to the fear of what the future holds. That’s why it’s critical for clinicians to purposefully engage in a more thoughtful and focused practice of self-care at this moment.

Self-care is essential and mental health clinicians are usually the professionals providing suggestions on how clients can practice it more effectively. It is our opinion that wellness practitioners need to take a more deliberate and consistent approach to self-care, particularly during this pandemic. This, of course, can be done in a myriad of ways, from listening to good music, exercising, reading a book, or taking a warm bath. What’s most important is scheduling the time to do the supportive practice we’ve chosen. The quarantine provides the perfect opportunity to reflect on what we need in order to recharge in a globally stressful situation. Most of us have transitioned to providing online therapy sessions and some of us have found that we have a little extra time in our schedules primarily due to the absence of commuting. Now is a great opportunity to examine what we’re doing with those extra hours. Instead of using all our “free time” taking care of others or further developing our clinical practices, it’s important that we allot time to wellness activities or to moments when we are free to do absolutely nothing.

The idea of taking time for ourselves may still sound selfish and almost impossible to some social workers who take care of others at home. Just ten minutes a day is enough to integrate a mindfulness practice into our schedules. As we collectively experience this event, mental health clinicians must prepare ourselves for a post-COVID 19 existence by strengthening and evaluating our current mental health needs and interventions. We are the role models for wellness and have a unique chance to show others how to move through this uncertain experience by demonstrating kindness to ourselves first and foremost.
The Licensing Review Committee meets once a month and the process is as follows:

1. The application is reviewed by the Staff Social Worker and if the documentation submitted does not meet the licensing requirements the applicant is informed that the application is pending additional documentation.

2. When additional documentation is received from the applicant, the Staff Social Worker reviews the documentation and determines if it does or does not meet the requirements.

3. If the additional documentation does not meet the requirements, the Staff Social Worker reviews the application and all documentation with the Social Work Supervisor.

4. If the review conducted by the Social Work Supervisor does not resolve or address the issue or issues then the Social Work Supervisor reviews the application with the Director of the Licensing Unit.

5. If the matter is still unresolved then the application is presented to and reviewed by the Licensing Review Committee.

6. The Licensing Review Committee can approve or disapprove the application.

LICENSING REVIEW Cont. on page 19
Will you join us?

Petition to Maryland Board of Social Workers Examiners to Add a Requirement for 3 Category 1 CEUs in Anti-racism for Bi-annual Licensure Renewal.

Statement of Intent:  We the undersigned licensed Maryland social workers believe that it is important that members of our profession be a part of the solution when it comes to issues of social injustice. Given the importance of the issue and the urgency of the times in which we are living, we are petitioning the Board of Social Work Examiners to add a requirement of three Category I CEUs in anti-racism work for bi-annual licensure renewal.

Recognizing the importance of anti-racism work, NASW has issued several statements in response to the current crisis in many cities across the country. The work of ending racism against people of color on a national level begins with each of us doing our part on a local level. This begins with educating ourselves beyond cultural competence. Practicing in a culturally competent way is an important standard of our profession; however, committing to understand the culture of another is not the same as committing to fight for social justice specifically by challenging individual and structural racism.

We therefore look forward to the Board of Social Work Examiner’s addition of 3 Category 1 CEUs in Anti-Racism to the requirements for bi-annual licensure renewal.

VISIT OUR WEBSITE TO SIGN THE PETITION: WWW.NASW-MD.ORG

This petition was drafted by:
Social Workers Unraveling Racism
(A Committee of NASW MD Chapter)
To learn more about this committee, please join the Facebook group
https://www.facebook.com/groups/1725474197740690 or email
membership.naswmd@socialworkers.org
I’m Essential - but not important!

Heather D. Stowe, Ph.D., MSW, MDiv.

For the past 14 weeks or so I, along with many of my colleagues in the social work field, have been designated an essential employee. We have continued to do the work that we do every day: taking calls on the APS/CPS hotlines, working to transition people home from hospitals and nursing homes, providing information, and connecting clients to other services. In short, we continue to do what we do best, working to make sure our clients get what they need as speedily as possible and in a way which respects their desires, hopes, and goals. Most of us know when we sign up for this work that there will be occasions when we are asked to put the work first, to take care of the clients, get the job done — regardless of our personal situation at the time. Most of us have family, children, and parents also relying on us to take care of them during this troubling time. In spite of the toll it takes, we are often the front line of defense in times of stress and trouble, as has happened during this current public health emergency.

Essential as we are, I am not sure that we feel that we are important, or others feel we are important as we do our work. Please be clear—I am not detracting anything from my colleagues who are also out doing this work - medical personnel, paramedics, police, grocery store staff and more. I simply wonder how many folks have thought about the social workers who are out there every day. Social workers going into homes and not knowing what awaits them — sickness, violence, fear; Social workers who have taken on additional clients as caseloads swell with individuals who three months ago were working and able to pay the rent and buy groceries, but now do not know where the next month’s rent payment will come from but who are having to ask for food resources, possibly for the first time in their lives. The emotional and mental stress is unspoken as they wonder how this happened to them.

Social workers have always been and will always be “first responders” in our safety net. They will also continue to be called upon to protect the vulnerable and elderly, find resources for the hungry, and be a listening ear when fear and anxiety become too much to bear. Social workers are essential and they are important – today and every day. Let’s make sure we remember that and show them the appreciation they deserve.
15th Annual Fall & 8th Annual 
Macro Social Work Conference

Thursday and Saturday, September 24-26, 2020 (#2631)

To Register: www.nasw-md.org

Thursday, September 24, 2020
(8 Hours Category I CEUs)

10:00 a.m. – 12:00 p.m. – Morning Sessions

Part 1 (1 hour) – I Can’t Breathe: Understanding Cultural Trauma, Grief & Mourning Experienced by African Americans

Synopsis: For many African Americans, the senseless and publicized murder of George Floyd reminded thousands of African Americans of the systematic injustice that has and continues to threaten the moral fabric of America. As African Americans try to make sense of what it means to be an American and more importantly what it means to be an African American in this country, many are struggling to breathe. This informative workshop will help social workers and other professionals gain a deeper understanding of African Americans’ history of trauma in America. Attendees will accompany Dr. Buckingham on a cultural journey to explore why the senseless murder of George Floyd led to a national tragedy. Dr. Buckingham will explain why African Americans are struggling to breathe and differentiate grieving and mourning. He will also provide strategies that attendees can use to help African Americans cope effectively with their justifiable anger and prolonged psychological trauma.

Learning Objectives: At the conclusion of this workshop participants will:
• Describe Why So Many African Americans Are Struggling to Breathe the national tragedy. Dr. Buckingham will explain why African Americans are struggling to breathe and differentiate grieving and mourning. He will also provide strategies that attendees can use to help African Americans cope effectively with their justifiable anger and prolonged psychological trauma.

Part 2 (1 hour) - Understanding Oppression Through the Lens of a Black Man: Coward, Criminal, or Conqueror

Synopsis: While it is true that race relations and economic opportunities have improved for Blacks over the past few decades, Black men continue to be treated as second class citizens. Traumatized by the historical and on-going effects of overt violence, oppression and social injustice, numerous Black men struggle to define themselves. Throughout American history, Black men have been labeled as cowards, criminals and conquerors. Black men who express passiveness, powerlessness, hopelessness, helplessness and sadness are labeled cowards. In contrast, Black men who express disdain, aggression, indifference for their oppressors and demonstrate violence as a means of self-defense or survival are labeled criminals. And Black men who walk with a sense of pride and feel equipped to overcome adversity are labeled conquerors. In this thought-provoking workshop, Dr. Buckingham will define oppression and describe what it looks like through the lens of a Black man.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Describe what oppression looks like through the lens of a Black man
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system

Part 2 (1 hour) - Understanding Oppression

Synopsis: Dr. Buckingham will define oppression and internalized oppression. He will provide an explanation for unfortunate phenomenon such as fatherless households, mass incarceration and nationwide civil unrest due to the senseless murder of Black boys and men.

Learning Objectives: At the conclusion of this workshop participants will:
• Define oppression and internalized oppression
• Identify historical and current events that contribute to Black men being labeled as cowards, criminals and conquerors
• Articulate the importance of combating negative stereotypical images of Black men that place them at risk of being wrongly convicted or brutalized by the judicial system
**WORKSHOP C**

**Cultural Humility: Engaging Diversity in Practice**

**Presenter:** Keisha B. Atte, LCSW-C

**Field Liaison, Morgan State University; Facilitator; Empowering Minds Resource Center; Clinical Supervisor, Presley Ridge**

**Synopsis:** What’s the difference between a professional social worker and a friendly person with good intentions? Professional integrity. Despite being a homogeneous and highly diverse society, the United States is a highly competitive and extrinsically motivated society in which the struggle to genuinely appreciate and accept others has led to increased hierarchies and marginalization of individuals identified as other abled or as the minority. To fulfill the tasks, functions and obligations of professional social work practice, social workers must develop and maintain the capacity for sincere acceptance of other people regardless of their similarities and differences.

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

- Define terms frequently associated with cultural competence
- Gain awareness of cultural identities and the similarities and variances among groups.
- Discuss implicit bias and microaggressions and their impact on practitioner service delivery.
- Engage critical thinking skills to generalize and apply concepts of cultural humility to practice.
- Identify factors which are obstacles to seeking treatment.

**12:00 p.m. – 1:00 p.m. – Brown Bag Lunch Topic:** How are you introducing anti-racist work into your practice

**1:00 p.m. – 4:15 p.m. – Afternoon Sessions (Please choose one)**

---

**WORKSHOP D**

**Oppression, Privilege, and Clinical Practice**

**Presenter:** Dionne Brown Bushrod, LCSW-C

**Owner, Prosperity Redefined, LLC**

**Synopsis:** In his book, The Psychology of Oppression, E.J. R. David writes “...it is very likely that all of us have witnessed oppression, experienced oppression, inflicted oppression, felt the negative consequences of oppression, or all of the above.” Considering oppression and its forms (stereotypes, prejudice, and discrimination) is pervasive and inherent in people, oppression would show up in clients’ interactions, relationships and views of self thereby shaping the clients’ politics. Just like any other psychosocial factor, politics informs clients’ world view, which informs clients’ behavior. This webinar offers a beginning look at how politics and oppression can influence clinical practice and intervention. Regarding the movie Us Jordan Peele, writer/director, said a few key points that will guide our discussion about oppression and privilege.

“I think it’s the idea that what we feel like we deserve comes, you know, at the expense of someone else’s freedom or joy.”

“For us to have our privilege, someone suffers.”

“...those who suffer and those who prosper are two sides of the same coin.”


**Learning Objectives:** By the end of the training, participants will have:

- Working knowledge of forms of oppression and “clinical” politics.
- An understanding of how political views affect treatment goals.
- An overview of the emotional life cycle of oppression and clinical intervention.

---

**WORKSHOP E**

**Policing and the Role of Social Workers**

**Presenter:** Panel TBA

**Synopsis:** There have been numerous calls for “defunding” the police and transferring resources to social workers. Attendees will listen to a panel of social workers with different views and experiences of the relationship between social work and the police and then will have the opportunity to ask questions and participate in the discussion.

---

**WORKSHOP F**

**Ethics and Working with Women at the Intersection of Poverty, Incarceration, & Domestic Violence (Panel)**

**Presenter/Facilitator:** Ashley McSwain, MSW, MSOD

**Executive Director, Community Family Life Services**

**Panel Members:**

- Helena Bragg

  Founder (in process), Seeking Higher Employment (S.H.E.)

- Sherril Davis, MBA, MAT

  Mediator, PIVOT

- Beverly Smith

  Founder, Momma’s Safe Haven

**Synopsis:** This workshop is a response to the strong call for social workers to provide support and services that demonstrate integrity and ethics with an understanding of the lived experience of the women living with trauma, poverty, and incarceration. The presenter will combine lecture and a panel discussion comprised of women who have moved through their trauma to become whole and review the services that got them there. The panel members come to us via the CFLS (Community Family Life Services) Speakers Bureau, which is comprised of accomplished survivors who speak on their lived experiences in order to educate, advocate, and effect change. Through CFLS, all members undergo intensive training and continued professional development to hone their public speaking and advocacy skills.

**Learning Objectives:** At the conclusion of this workshop participants will:

- Be introduced to the lived experience to heighten first-hand knowledge of the clients and to identify best practices in service delivery.
- Understand why ethics are important when working with individuals involved in the criminal justice system.
- Have an overview of the NASW Code of Ethics and some essential codes relevant to women’s safety and will discuss the core ethical responsibilities as a service provider.
- Confront our own values and how they influence the role of confidentiality and how it can impact the client.
- Recognize ethical dilemmas and learn strategies to resolve them.

**Please Note:** This workshop qualifies for the Maryland BSWE 3-hour ethics requirement for license renewal.

**5:30 – 7:30 p.m.**

**Thursday Evening Session (2 Cat I CEUs):**

**Hosted by NASW-MD Chapter’s Social Workers Unraveling Racism Committee (SWUR)**

**Panel Discussion**

Full description unavailable at time of publication. Please check our website for up-to-date information at www.nasw-md.org

**Friday September 25, 2020 Conference Schedule:**

**(9 Hours Category I CEUs)**

**8:45 a.m. – 9:45 a.m. – Friday Keynote**

**Social Work Practice and Policy During the COVID-19 Pandemic**

**Keynote Speaker:** Sarah Butts, LMSW, Director of Public Policy NASW National Office

Sarah Butts is the director of public policy at the National Association of Social Workers, national office in Washington D.C. and this keynote presentation will detail policy practice experience and context advocating on behalf of the social work profession during the COVID-19 pandemic. Ms. Butts will present details of NASW’s public policy portfolio including efforts to address workforce needs and the needs of clients and society.

---

**WORKSHOP G**

**Telehealth and Intimate Partner Violence**

**Presenter:** Dionne Brown Bushrod, LCSW-C

**Owner, Prosperity Redefined, LLC**

**Synopsis:** For some, the onset of the public health crisis brought unexpected benefits like decreasing lengthy commutes and saving money of gas. For those experiencing Intimate Partner Violence, there was little benefit. IPV victims may have found some peace while their abuser was away at work. Before the pandemic, victims could find support at clinicians’ office; then services switched to telehealth. How does the victim ensure they safety? How does the provider ensure their own safety? With the abuser at home, can clinical work be successful? This workshop will address the benefits and challenges of using telehealth in IPV situations exacerbated by crisis.

**Learning Objectives:** By the end of this workshop, participants will be able to:

- Discuss multiple implications and manifestations of intimate partner violence.
- Implement clinical interventions for crisis management and ongoing intimate partner violence.

---

**WORKSHOP H**

**Disparities of COVID-19 and People of Color**

Full description unavailable at time of publication. Please check our website for up-to-date information at www.nasw-md.org

---

**WORKSHOP I**

**Eating Disorder Treatment on the Frontlines**

**Presenter:** Sarah Blake, LCSW-C

**Founder, Blake Psychotherapy & Associates**

**Synopsis:** Even if you are not interested in working with eating disorders, the complex presentation of clients with comorbid issues requires all clinicians to have some understanding of what they are looking at, and to appropriately assess if a client has a clinical problem or is simply affected by the cultures obsession with the appearance of one’s body. Eating disorders may also be missed on intake and may present later in a clinical relationship. This presentation will assist clinicians, regardless of experience, to have a better understanding of eating disorder presentations, with special attention given to medical issues that arise which may require a higher level of treatment than outpatient. We will utilize client vignettes to discuss treatment options, theoretical orientations, and creative ways to manage symptomatology when the world is in a crisis and the normal channels of treatment may be inaccessible.

**Learning Objectives:** By the end of this webinar participants will be able to:

- Discuss ways an external world crisis may uniquely affect clients with eating disorders.
- Identify potential medical issues that require more intensive eating disorder treatment for clients.
- Compare the four levels of eating disorder treatment and designate appropriate levels of treatment for different client presentations.
- Suggest ways to manage eating disorder clients during an individual crisis and during a crisis in the world at large.

**10:00 a.m. – 12:00 p.m. – Morning Sessions (2 hours)**

**12:00 p.m. – 1:00 p.m.**

**Brown Bag Lunch Topic:**

**What did you learn about social work practice during COVID-19?**

**1:00 p.m. – 4:15 p.m. – Afternoon Sessions**

---

**WORKSHOP J**

**Telebehavioral Health – Sound Implementation or Flying by the Seat of Our Pants?**
The Maryland Social Worker

15th Annual Fall & 8th Annual Macro Social Work Conference, continued from page 15

WORKSHOP O

Macro Practice Ethics: Challenges and Solutions

Presenter: Cheryl Hyde, PhD, MSW
Associate Professor, School of Social Work, PV Coordinator — HRS Scholarship Program
College of Public Health, Temple University

Synopsis: Ethics training is essential to social work development. Yet, most ethics trainings focus on clinical situations and outcomes. Macro social workers, specifically community organizers and agency administrators, contend with different ethical challenges and need alternative models for resolution. The purpose of this workshop is to identify some of the more common ethical dilemmas that confront macro practitioners and other models of ethical decision-making more suitable for macro practice.

Learning Objectives: At the end of this workshop, participants will be able to:
• Identify more common macro ethical dilemmas
• Apply a model of ethical decision making suitable for macro practice
• Determine strategies and supports for ethical practice in macro arenas

Please note: This workshop qualifies for the MD BSWE 3-hour ethics requirement needed for license renewal.

WORKSHOP P

Birth Stories & Beyond: How Social Workers Play an Essential Role in Supporting Parents Through the Perinatal Period

Presenter: Emily Soudor, LCSW-C, PMH-C
Psychotherapist

Synopsis: During this presentation, attendees will be educated on perinatal mood and anxiety disorders (PMADs) by providing information about diagnosis, statistics (incidence and prevalence), and examples. The content will cover how to support clients on an individual basis, a group format, and through advocacy. We will explore how healing a client’s narrative of their birth story can be a helpful tool. Topics such as perinatal loss, trauma, racial disparities, and infidelity will be covered. Throughout, we will discuss the role of the social worker in providing support for clients transitioning through the perinatal period.

Learning Objectives: At the end of this webinar attendees will be able to:
• Describe and differentiate between various perinatal mood and anxiety disorders.
• Understand which racial groups are disproportionately impacted by PMADs and adverse health outcomes during the perinatal period.
• Identify supportive resources for new and expectant parents.
• Describe the role of the social worker in supporting new and expectant parents.

12:15 – 1:00 – Lunch Break (on your own)
1:00 p.m. – 4:15 p.m. – Saturday Afternoon Sessions

WORKSHOP Q

Early Identification and Treatment of Mental Illness with Psychotherapy

Presenter: Jason Schillman, PhD
Licensed Clinical Psychologist, Professor and Director of Clinical Training, Department of Psychology, UMBC

Synopsis: This presentation provides information on how to detect and refer individuals with psychosis or subthreshold psychotic symptoms. It reviews common myths related to psychosis and schizophrenia, and discusses the impact of stigma on young adults experiencing psychotic symptoms. Audience members will be introduced to gold-standard screening questionnaires to assess psychotic-risk symptoms, walked through how to administer these tools, and provided information on how to refer to the Maryland Early Intervention Program, a collaborative for the early identification and treatment of mental illness with psychosis.

Learning Objectives: Attendees will:
• Find a balance between offering psychotherapy services and social work service to promote critical service delivery.
• Gather information on the resources available through the Maryland Early Intervention Program, including how to refer clients for treatment or receive consultation as a provider.
• Determine fees in response to crisis and business solvency.

WORKSHOP R

Supervisors Leading Virtually

Presenter: Pamela Love Manning, MSW, Ph.D.
Certified coach, speaker, author, & founder, The Finishers Network

Synopsis: During this 3-hour session, participants will identify key leadership skills and fundamental practices necessary for supervising employees who are working virtually and/or in the office. Participants will discuss their key leadership strengths, weaknesses, values, and at least 2 goals and how to develop a coaching mindset.

Learning Objectives: Upon Completion of this webinar, attendees will:

• Know how their style of leadership affects employee engagement, performance outcomes, and morale.
• Have identified at least 2 leadership goals to achieve during the next 60-90 days.
• Identify which of their strengths and key aspects of leadership are necessary to achieve their leadership goals.
• Have tools that can be used for more effective virtual supervision.

Please note: This workshop qualifies for the 3-hour supervision requirement (for supervisors) needed for license renewal.

WORKSHOP S

Part 1 (1.5 hours) - Back to Basics: Using SW, Skills to Avert Financial Crisis in Private Practice

Presenter: Dionne Brown Bushrod, LCSW-C
Owner, Prosperity Redefined, LLC

Synopsis: Summary: Private practitioners are familiar with having to weigh service options with economic business upkeep. Replace public health crisis and democratic unrest with inclement weather days, unplanned sickness, planned vacations, and time-off when family or friends need attention for an extended period. Viable private practices continually look for portals of opportunities to stay financially afloat and continually mix creativity and practicality to recharge and renew client services. This workshop will address engaging clients in difficult treatment and business financial discussions during periods of crisis.

Learning Objectives: Participants will:

• Determine fees in response to crisis and business solvency.
• Find a balance between offering psychotherapy services and social work service to promote critical service delivery.
• Discover how the fundamental skills of case management and psychoeducation in private practice supports financial viability.

Part 2 (1.5 hours) - Growing a Private Practice in Turbulent Times

Presenter: Dionne Brown Bushrod, LCSW-C
Owner, Prosperity Redefined, LLC

Synopsis: Changing times change minds. Have you had the following discussion with yourself? “I won’t open a business practice right now; it’s too risky.” “I think this is a great time to open a business.” “Anybody who is opening is business right now is trying to make a buck.” “I should open a business because people need my services.” “I won’t open a business practice right now; it’s too risky.” “Anybody who is opening is business right now is trying to make a buck.” “I should open a business because people need my services.” “I have the following discussion with yourself? “I think this is a great time to open a business.”

To help you decide if opening a private practice is right for you, join this webinar to learn about certain business basics. A clinical social worker in private practice will moderate discussions with a human resource consultant, an attorney, and an accountant to help you shape your private practice.

Learning Objectives: Participants will:

• Learn best practices for employees and contractors working for a private practice
• Learn Maryland’s available business structures.
• Learn basic tax and bookkeeping structures for a private practice.
community partners serving individuals and yet confidentiality services it is often necessary to share and obtain information from confidentiality that social workers face in their practice. To provide and addressing common, yet complex ethical issues concerning confidentiality.

This webinar will focus on strategies for identifying

Learning Objectives: After this presentation participants will:
- Distinguish the basic elements, concepts and terms concerning confidentiality and the restrictions and practice implications of the release of confidential information.
- Explore the use of statute, regulations, and social work standards which govern the protection of the various kinds of information obtained during the social work practice.
- Identify the ethical issues of maintaining confidential behavioral health information in school settings and complicated by work practices in light of COVID-19.
- Apply professional values and ethical concepts to workplace situations including the following issues: imminent harm, informed consent, duty to warn, and record keeping.
- Explore strategies when responding to ethical issues and dilemmas concerning confidentiality practice.

CONFIDENTIALITY IN SCHOOL SETTINGS AND COMPLICATED BY COVID-19 (PART I)*

Synopsis: This webinar will focus on strategies for identifying and addressing common, yet complex ethical issues concerning confidentiality that social workers face in their practice. To provide services it is often necessary to share and obtain information from community partners serving individuals and yet confidentiality practices are confusing and complicated. Content will include an overview of the Maryland Statute and Regulations which govern confidentiality of health records, mental health records, substance abuse records, social service records, education records, the requirements for release of information, child maltreatment or imminent harm information, privileged communication, and clinician’s personal notes. The presenter served on the National NASW Committee to revise the NASW Confidentiality and Information Utilization Issue Statement and will include an overview of these national standards. In addition, risk management strategies will be identified.

Learning Objectives: After this presentation participants will:
- Learn the impact of pandemics on school-aged children’s physical, social and emotional safety and well-being and process experiences from their school communities during virtual learning.
- Process core components of childhood trauma and strengthen their knowledge of trauma-responsive intervention strategies with children and families.
- Engage in case conceptualization applying tools and strategies to case scenarios.

School Social Work from Six Feet Away - Or More!

#2645 • VIRTUAL EVENT • 4CEUS
Friday, October 16, 2020 • 8:30 a.m. – 1:00 p.m.

WORKSHOP A2
Ethical Considerations of Confidentiality in School Settings and Complicated by COVID-19 (Part II)*

Presentation: Giselle Ferretto, LCSW-C
Clinical Instructor, University of Maryland School of Social Work
Synopsis: This webinar will focus on strategies for identifying and addressing common, yet complex ethical issues concerning confidentiality that social workers face in their practice. To provide services it is often necessary to share and obtain information from community partners serving individuals and yet confidentiality practices are confusing and complicated. Content will include an overview of the Maryland Statute and Regulations which govern confidentiality of health records, mental health records, substance abuse records, social service records, education records, the requirements for release of information, child maltreatment or imminent harm information, privileged communication, and clinician’s personal notes. The presenter served on the National NASW Committee to revise the NASW Confidentiality and Information Utilization Issue Statement and will include an overview of these national standards. In addition, risk management strategies will be identified.

Learning Objectives: After this presentation participants will:
- Learn the impact of pandemics on school-aged children’s physical, social and emotional safety and well-being and process experiences from their school communities during virtual learning.
- Process core components of childhood trauma and strengthen their knowledge of trauma-responsive intervention strategies with children and families.
- Engage in case conceptualization applying tools and strategies to case scenarios.

SECOND SESSIONS (CHOOSE 1)

WORKSHOP B
Kids, Trauma, and Pandemics: Navigating the “New” Therapeutic Relationship

Presentation: Christopher S. Beegle, LCSW-C
Deputy Clinical Director, Family Connections Baltimore & Social Work Community Outreach Services, and Faculty Field Instructor University of Maryland School of Social Work
Synopsis: This webinar will focus on strategies for identifying and addressing common, yet complex ethical issues concerning confidentiality that social workers face in their practice. To provide services it is often necessary to share and obtain information from community partners serving individuals and yet confidentiality practices are confusing and complicated. Content will include an overview of the Maryland Statute and Regulations which govern confidentiality of health records, mental health records, substance abuse records, social service records, education records, the requirements for release of information, child maltreatment or imminent harm information, privileged communication, and clinician’s personal notes. The presenter served on the National NASW Committee to revise the NASW Confidentiality and Information Utilization Issue Statement and will include an overview of these national standards. In addition, risk management strategies will be identified.

Learning Objectives: After this presentation participants will:
- Learn the impact of pandemics on school-aged children’s physical, social and emotional safety and well-being and process experiences from their school communities during virtual learning.
- Process core components of childhood trauma and strengthen their knowledge of trauma-responsive intervention strategies with children and families.
- Engage in case conceptualization applying tools and strategies to case scenarios.
Learning Objectives: After this presentation participants will:

- Distinguish the basic elements, concepts and terms concerning confidentiality and the restrictions and practice implications of the release of confidential information.
- Explore the use of statute, regulations, and social work standards which govern the protection of the various kinds of information obtained during the social work practice.
- Identify the ethical issues of maintaining confidential behavioral health information in school settings and complicated by workshops in light of COVID-19.
- Apply professional values and ethical concepts to workplace situations including the following issues: imminent harm, informed consent, duty to warn, and record keeping.
- Explore strategies when responding to ethical issues and dilemmas concerning confidentiality practice.

*Please Note: If attendee takes both A1 and A2, the 3-hour ethics requirement for the Maryland BSWE will be met.

WORKSHOP C

Returning from the New Normal: Creating Restorative and Healing Spaces in Virtual and In-Person Learning Environments

Presenters: Shantay McKinney, EdD
Director, Positive Schools Center, Social Work Community Outreach Services (SWCOS)
University of Maryland School of Social Work
Emily Ames-Messinger, LMSW
Program Manager, Positive Schools Center, Social Work Community Outreach Services (SWCOS)
University of Maryland School of Social Work

Synopsis: How do we begin to move forward from here? During this session, we will discuss how schools can care for students and staff, after a period of virtual learning, losses resulting from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus, and the wave of grief and anger that has swept the nation following the murder of George Floyd and from the COVID-19 virus.

Learning Objectives:

- Reflect on their school’s practices and culture during virtual learning utilizing trauma-responsive, restorative, and racial justice lenses.
- Identify restorative and trauma-responsive strategies that will set expectations and build relationships in virtual and in-person learning environments.
- Create an outline of a transition plan to support students, staff, and other school stakeholders when they transition to in-person learning.

SUPERVISION CHANGES

from page 1

The supervisor and supervisee have a supervision contract. [A. A social worker who intends to provide supervision to a licensed social worker for independent practice: (1) Shall apply to the Board for approval as a Board-approved supervisor; and (2) May continue to provide supervision without Board approval until January 1, 2021. B. A social work supervisor of a licensed social worker who is pursuing advanced licensure shall be Board approved prior to commencing supervision.” COMAR 10.42.08.03] The contract should be entered into prior to beginning supervision, or for pre-existing supervisory relationships, as soon as the supervisor becomes “board approved.” Look on the BSWE website for the contract template.

Emphasizing this requirement now, in the summer edition of this newspaper, is to give people several opportunities to complete the training required to apply to become a supervisor. In order to become a registered supervisor, one must be an LCSW-C or LCSW, or an LBSW or LMSW Independent Practitioner and must have completed a graduate level Supervision course (or 12 hours of Supervision CEUs). If anyone would like to become a board approved supervisor prior to January 1, 2021, the NASW-MD chapter has three opportunities between September and November to acquire the 12 hours of Supervision training through live, interactive webinars. Please visit the continuing education pages on our website at www.nasw-md.org.

Become an Independent Practitioner

If you are an LBSW or an LMSW who does not intend to seek advanced licensure but you still have the opportunity under changes to our statute and regulations to put an end to the previous requirement of FOREVER supervision - you can become an independent practitioner. There are several ways to go about becoming depending on when you were originally licensed. Using the application provided on the BSWE homepage, if you were licensed on or before January 1, 2008 you may apply to become an independent practitioner by completing the form, attesting to that fact, and to working for at least 10 years as a social worker under supervision as required by regulation. If you were licensed on or after January 1, 2008 you can complete the same form but you must attest to at least 3 years of social work experience with at least 4,500 hours and 150 hours of periodic face-to-face supervision. Additionally, those licensed after January 1, 2008 must submit a supervision verification form. In either case, no fee is required. The advantage of becoming an independent practitioner is that you are no longer required by the BSWE to be supervised by another social worker unless you are doing clinical work. You are permitted to practice independently! For those licensed prior to January 1, 2008 who cannot attest to engaging in social work practice for at least 10 years under proper supervision, wait until Oct 1st. At that time, the changes passed in the 2020 session of the legislature go into effect and you will be able to apply for independent practice status under the same conditions as those who have been licensed after January 1, 2008.

Another advantage to becoming an independent practitioner is that you may then apply to be a board approved supervisor for others like yourself (two years after being granted the independent practice status and after completing the necessary continuing education one can apply to become a board approved supervisor). LBSWs will be able to supervise other LBSWs. LMSWs will be able to supervise LBSWs and other LMSWs who are seeking the independent practice status. Due to changes in the law made in the recent legislative session starting October 1st, any LBSW or LMSW independent practitioner who has a minimum of five years of social work experience will be able to apply to be a board approved supervisor without waiting the currently required two years. This provision was passed in order to provide more board approved supervisors for BSW and macro practitioners; an area of practice which is notoriously short on appropriate social work supervision.

As the effective date for changes in the statute and regulations draws near please be watchful and make sure the BSWE always has your current email and postal address. You don’t want to miss any instructions or directives which might be issued by the board!

LICENSING REVIEW

from page 11


Board Of Social Work Examiners Licensing Review Committee History

Pursuant to the Maryland Social Workers Act, an applicant who meets the minimum qualifications for licensure but is denied an initial license by the Board is entitled to a hearing, See H.O. §§ 19-101 et seq., COMAR 10.42.01.04C However, no Maryland statute or regulation grants the right to a hearing for an applicant denied a license based on failure to meet minimum qualifications. See H.O. §§ 19-101 et seq., COMAR 10.42.01.04C et seq. and Md. State Govt Code Ann. §§10-201 et seq. ESTABLISHMENT AND PROCESS The Board recently established a Licensing Review Committee, composed of the Executive Board Members and designated Licensure Staff, to review applications which are not approved by the licensing staff. As a product of this review process, the Board will strive to provide ongoing evaluation and possible revisions to the statute, regulations, forms and instructions resulting in an improved application process. Please feel free to write to the Board with suggestions and recommendations.

If you have any questions, please contact Gloria Jean Hammel, LCSW-C, Director, Licensing Unit at Gloria.hammel@maryland.gov. (During the COVID-19 Emergency, Ms. Hammel is teleworking full time and sending an email is the best way to reach her.)
NASW-MD Sponsored Continuing Education
SUMMER/FALL 2020

Additional courses may be scheduled. For updated workshop information, please visit www.nasw-md.org. You save $20 per 3-hour workshop as a NASW member!

Renewal of a social worker’s license is contingent on completion and receipt by the Board of Social Work Examiners of an application attesting to completion, within the previous 2-year period, of 40 credit hours of continuing education in programs and categories approved by the Board. At least 20 of those hours must be Category I, with at least three credit hours in ethics and professional conduct. If you are a BSWE certified supervisor, you must also earn 3 credit hours of supervision.

Please Note:
1. Live webinars earn Category I CEUs.
2. You can attend a live webinar via phone or computer, but a computer is recommended and Google Chrome is the preferred browser.
3. No one can see you on a webinar. Attendees will only see a PowerPoint presentation and the presenter. If you call in you will not see the PowerPoint. Webinars are interactive. You can type in questions and answers, and there is a “raise hand” feature if you would like to speak.

Prices include certificate for continuing education credits.

CONTINUING EDUCATION POLICIES
NASW-MD will not accept fax registrations. You may register online, by mail, or by phone. Registrations are made on a first-come-first-served basis.

- Registrations received less than 2 business days 48 hours prior to the program date will be admitted as space allows for an additional $10 late charge. (One-week prior registration is required for programs providing lunch, with the late fee in effect of $20 for registrations less than one week in advance.)
- PLEASE NOTE REFUND POLICIES: NASW-MD will only refund registrations for cancellations made at least 2 business days 48 hours in advance of the workshops, minus a $10 administrative processing fee.

NASW-MD is not responsible for refunds if registrants do not attend a program and do not immediately follow-up for refund information or to switch to another course; if registrants do not follow-up on an absence, no refund or switch will be allowed.

Please know that you are ethically responsible for accurately reporting the number of continuing education hours you have earned. If you attend an NASW-MD workshop and arrive late or need to leave early you are responsible for notifying the workshop coordinator. Your CE certificate will be adjusted to reflect the hours of attendance.

NASW-MD reserves the right to cancel workshops due to low registration numbers.

Note on Accommodations: If you require accommodations to permit your attendance or participation, please provide a written request along with completed registration form and conference payment at least 30 days prior to the registration deadline for the workshop or conference. Requests received after this deadline may not be received in time to process and be fulfilled in time for the activity.

NASW-MD reserves the right to cancel workshops due to low registration numbers.

Note on Accommodations: If you require accommodations to permit your attendance or participation, please provide a written request along with completed registration form and conference payment at least 30 days prior to the registration deadline for the workshop or conference. Requests received after this deadline may not be received in time to process and be fulfilled in time for the activity.

CURRENT LIVE WEBINARS

Due to COVID-19 NASW-MD Chapter will host LIVE webinars for the remainder of 2020.

Below is our current schedule through December 2020. For the most updated schedule visit our website at www.nasw-md.org

IMPORTANT INFORMATION. READ CAREFULLY:

1. Live webinars earn Category I CEUs.
2. You can attend a live webinar via phone or computer, but a computer is recommended and Google Chrome is the preferred browser.
3. No one can see you on a webinar. Attendees will only see a PowerPoint presentation and the presenter. If you call in you will not see the PowerPoint. Webinars are interactive. You can type in questions and answers, and there is a “raise hand” feature if you would like to speak.

4. Registration through 123Signup closes the afternoon before the webinar. At that time you will receive an email from 123Signup directing you to register for the webinar through GoToWebinar. Type in your name and email address so you will be on the sign in sheet for the next day.
5. You will receive a follow-up email from GoToWebinar with instructions on how to login for the webinar the following day.
6. Log in begins 1/2 hour before the webinar starts and is incorporated into the webinar time.

#2622 LIVE WEBINAR – Motivational Supervision

Date: Monday, August 24, 2020; 8:00 a.m. – 12:45 p.m. (login from 8:30 – 9:00 a.m.)
Location: VIRTUAL EVENT. No physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Brynez Roane, Ph.D., LCSW-C, VASH Clinical Director. St. Vincent DePaul
Synopsis: Managing your work needs and supporting your staff can be challenging at times, and combined with the varying shifts that occur in the workplace at any time may make it even more difficult. The presenter will provide effective tools to leaders that will help them enhance their leadership skills and retain that motivation so staff can focus on providing the best possible care to those they serve. This includes framing supervision sessions to be solution-focused and positive, holding staff accountable, and teaching clear, consistent, and effective communication techniques that will enable staff to learn, grow, and focus on tasks in a positive way. Responsibilities of a BSWE Supervisor will be reviewed.
Learning Objectives: Upon completion of this intermediate course, participants will be able to:
1. Create effective supervision plans.
2. Learn techniques to encourage leaders.
3. Increase ability to delegate tasks.
4. Assess between difficult staff versus those who need support
5. Learn tips to increase effective communication and maintain morale
6. Increase coaching/teaching skills and shift from making demands
7. Learn constructive ways to engage staff and keep them motivated.
8. Be aware of the responsibilities of the BSWE supervisor.
CE: 3 Category 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.

#2959 LIVE WEBINAR – Everybody’s Mad: An Ethical Framework for Understanding and Responding to Anger

Date: Thursday, August 27, 2020; 12:30-4:15 p.m. (login from 12:30 – 1:00 pm)
Location: Virtual – No physical location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Suzanne Cox, LCSW-C, MBA
Team leader, Continuous Care Team, UMMS/WPPC Clinics, Baltimore
Synopsis: Behavioral health emergencies impact clinical settings, the educational and criminal justice systems, and almost all arenas in which social workers practice. Clinicians, concerned for the safety and welfare of clients as well as their own legal and ethical risk, often refer to emergency department settings with the belief that the client will be hospitalized – only to be surprised when the outcome is not what they had hoped for or planned. Review the value, ethicality, and liability aspects of “safety contracts”, “duty to warn” and look at the role of social workers in this process.

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

#2594 LIVE WEBINAR – Ethics and Responding to Behavioral Health Emergencies

Date: Friday, August 28, 2020; 8:30 a.m. – 12:15 p.m. (login from 8:30 – 9:00 am)
Location: Virtual – No physical location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Suzanne Cox, LCSW-C, MBA
Team leader, Continuous Care Team, UMMS/WPPC Clinics, Baltimore
Synopsis: Behavioral health emergencies impact clinical settings, the educational and criminal justice systems, and almost all arenas in which social workers practice. Clinicians, concerned for the safety and welfare of clients as well as their own legal and ethical risk, often refer to emergency department settings with the belief that the client will be hospitalized – only to be surprised when the outcome is not what they had hoped for or planned. Review the value, ethicality, and liability aspects of “safety contracts”, “duty to warn”
#2553 LIVE WEBINAR – Say What? Management Skills when Caring for an Aphasic Person
Date: Monday, August 31, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.)
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: John Frankel, LCSW-C, Owner, Frankel Care Counseling
Synopsis: This critical to recognize how normal and abnormal aging changes impact successful communication such as hearing loss, vision loss, and dementia. This webinar will help distinguish the different types of aphasia and the impacts of this condition. We will discuss the basic skills for communicating with our clients and how to best diffuse tense situations in the aphasic patient. Together, best practice methods will be reviewed to make sure that the Aphasic individual has proper validation and autonomy.

Learning Objectives:
1. List at least 3 changes with age that affect communication.
2. Describe at least 3 types of aphasia.
3. Identify at least 2 best practice methods for working with informal caregivers of aphasic patients.

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

#2554 LIVE WEBINAR - General Supervision – Part 1 of 3*
Date: Thursday, September 10, 2020; 9:00 a.m. – 4:45 p.m. (login from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Pamela Love Manning, MSW, Ph.D.
Certified coach, speaker, author, & founder, The Finishes Network
Synopsis: This one-day workshop consists of information, interactive activities, and engaging discussions designed to enhance general supervision skills. It is for new and aspiring supervisors, experienced supervision/administrators who would like to enhance their supervisory knowledge, and social workers and other human service professionals who supervise other professionals working toward advanced licensure. Day one of the training provides an overview of supervision and the skills, attitudes, and resources necessary for effective supervision. You will also explore emotional intelligence and strategies for addressing generational differences in the workplace.

Learning Objectives:
1. To understand the role, function, and core competencies of effective supervisors.
2. To understand how leadership styles, generational differences, technology, and emotional intelligence affect workplace behavior and the culture/climate of an organization.
3. To understand the conduct, legal, and regulatory issues of supervision.
4. To be able to apply theoretical models to supervision.

CE: 6 Category I
Cost: $90 for members; $130 for non-members

#2555 LIVE WEBINAR - The Ethics of Supervision – Part 2 of 3*
Date: Friday, September 11, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.)
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Maxwell Manning, MSW, Ph.D.
Clinical Supervisor Consultant, Licensed Clinician, Life and Executive Coach and CEO International Leadership, Coaching and Mentoring, Inc.
Synopsis: This half-day workshop consists of information, interactive activities, and engaging discussions designed to enhance clinical supervision skills. It is for new and aspiring supervisors, experienced supervisors/administrators who would like to enhance their supervisory knowledge, and social workers and other human service professionals who supervise other professionals working toward advanced licensure. It covers theoretical frameworks, information on conduct of supervision, and skills necessary for ethical supervision in accordance with regulations and best practices.

Learning Objectives:
1. To understand the conduct, legal, and regulatory issues of supervision.
2. To understand the newly created status of LBSW and LMSW Independent practitioners.
3. To understand their obligations as supervisees or supervisors.
4. To recurrent their responsibilities for continuing education for license renewal.
5. To know the difference between the NASW Code of Ethics and COMAR Ethics Regulations for Social Workers.

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

#2556 LIVE WEBINAR - Advanced Supervision Part 3 of 3*
Date: Friday, September 11, 2020; 1:15 p.m. – 5:00 p.m. (login 1:15 – 1:45 p.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Maxwell Manning, MSW, Ph.D.
Clinical Supervisor Consultant, Licensed Clinician, Life and Executive Coach and CEO International Leadership, Coaching and Mentoring, Inc.
Synopsis: This half-day workshop consists of information, interactive activities, and engaging discussions designed to enhance supervision skills. It is for new and aspiring supervisors, experienced supervisors/administrators who would like to enhance their supervisory knowledge, and social workers and other human service professionals who supervise other professionals working toward advanced licensure.

Learning Objectives:
1. To understand the role, function, and core competencies of effective supervisors.
2. To understand how leadership styles, generational differences, technology, and emotional intelligence affect workplace behavior and the culture/climate of an organization.
3. To understand the conduct, legal, and regulatory issues of supervision.
4. To be able to apply theoretical models to supervision.

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

#2558 LIVE WEBINAR – We Are All In It: Lessons Learned, Insights and Opportunities for Change in the Era of COVID-19
Date: Monday, September 14, 2020; 5:00 p.m. – 8:45 p.m. (login from 5:00 – 5:30 p.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Lee Westgate, MBA, MSW, LSW-C
Clinical Instructor, UMSSW and National Director of Behavioral Health, AbsoluteCARE
Synopsis: COVID-19 has emerged as a black swan event that continues to devastate, uproot, and reconstruct our social reality as we collectively know it. With the onslaught of information, macro-based policy and process changes, and continued instability, each of us within the social work field is continuously asking, “What’s next?” However, in order to determine what comes next, it is pivotal that we collectively rebuild our experience within the chapter and history that preceded this international crisis. Prior to COVID-19, healthcare systems of care along with social welfare programs struggled to engage and accommodate vulnerable populations and people with marginalized/ oppressed identities. Today every brings with it the recognition that we need to re-examine the way we see and experience the world. This session will facilitate us in identifying the key challenges faced by social workers and organizations alike; institutional and policy-based dilemmas; the evolving roles played by technology and tele-health; and critical workforce dimensions. All of these elements will greatly factor into what’s next for social work. Lastly, this session aims to create a space for participants to share out what they are seeing and how they make sense of this profound moment in history.

Learning Objectives:
1. To understand the role, function, and core competencies of effective supervisors.
2. To understand how leadership styles, generational differences, technology, and emotional intelligence affect workplace behavior and the culture/climate of an organization.
3. To understand the conduct, legal, and regulatory issues of supervision.
4. To be able to apply theoretical models to supervision.

CE: 6 Category I
Cost: $90 for members; $130 for non-members

Please Note: If the attendee completes both days (Parts 1, 2, and 3) the full 12 hours of this workshop, the Maryland Board of Social Work Examiners’ 3-hour ethics requirement for license renewal will be met.
Ethics Hours Note: Successful completion of all 15 hours of the LIVE WEBINAR classes also yields CE:

2. Distinguish among delivery systems provided in schools for students with special needs to the more clinical settings, including residential mandates, federal and state policies and standards, as well as the specific instructional methods 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 standards, 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: Active participation in the course will provide the ability to:
1. Understand and participate in the diagnostic, service, and evaluation processes of special education.
2. Distinguish among delivery systems provided in schools for students with special needs.
3. Describe basic concepts of special education.
4. Design the means for supporting better relationships among the school, the home and the community.

Synopsis:
ADDITIONAL LIVE WEBINARS: (1.5 hours each date): 4/22, 5/11
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
3. Cultivate an awareness of death and the major beliefs about the experience of death. It is possible to find meaning in a situation even when the client is not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process.

Synopsis:
ADDITIONAL LIVE WEBINAR – Living with Dying:
Machias, 10/11, 10/19, & Wednesday 12/2
Presenter: Patrick T. Seay, M. Ed.
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
This course is approved for 3 MSDE Continuing Professional Development/CPD credits as course # 16-66-37.

*Please Note: This date is on a Wednesday
ADDITIONAL LIVE WEBINARS: (1.5 hours each date): 4/22, 5/11
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
3. Cultivate an awareness of death and the major beliefs about the experience of death. It is possible to find meaning in a situation even when the client is not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process.

Synopsis:
ADDITIONAL LIVE WEBINAR – Living with Dying:
Machias, 10/11, 10/19, & Wednesday 12/2
Presenter: Patrick T. Seay, M. Ed.
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
This course is approved for 3 MSDE Continuing Professional Development/CPD credits as course # 16-66-37.

*Please Note: This date is on a Wednesday
ADDITIONAL LIVE WEBINARS: (1.5 hours each date): 4/22, 5/11
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
3. Cultivate an awareness of death and the major beliefs about the experience of death. It is possible to find meaning in a situation even when the client is not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process.

Synopsis:
ADDITIONAL LIVE WEBINAR – Living with Dying:
Machias, 10/11, 10/19, & Wednesday 12/2
Presenter: Patrick T. Seay, M. Ed.
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
This course is approved for 3 MSDE Continuing Professional Development/CPD credits as course # 16-66-37.

*Please Note: This date is on a Wednesday
ADDITIONAL LIVE WEBINARS: (1.5 hours each date): 4/22, 5/11
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
3. Cultivate an awareness of death and the major beliefs about the experience of death. It is possible to find meaning in a situation even when the client is not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process.

Synopsis:
ADDITIONAL LIVE WEBINAR – Living with Dying:
Machias, 10/11, 10/19, & Wednesday 12/2
Presenter: Patrick T. Seay, M. Ed.
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
This course is approved for 3 MSDE Continuing Professional Development/CPD credits as course # 16-66-37.

*Please Note: This date is on a Wednesday
ADDITIONAL LIVE WEBINARS: (1.5 hours each date): 4/22, 5/11
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
3. Cultivate an awareness of death and the major beliefs about the experience of death. It is possible to find meaning in a situation even when the client is not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process.

Synopsis:
ADDITIONAL LIVE WEBINAR – Living with Dying:
Machias, 10/11, 10/19, & Wednesday 12/2
Presenter: Patrick T. Seay, M. Ed.
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
This course is approved for 3 MSDE Continuing Professional Development/CPD credits as course # 16-66-37.

*Please Note: This date is on a Wednesday
ADDITIONAL LIVE WEBINARS: (1.5 hours each date): 4/22, 5/11
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
3. Cultivate an awareness of death and the major beliefs about the experience of death. It is possible to find meaning in a situation even when the client is not in the active dying process. Clinicians work with clients in the active dying process as well as teaching death awareness to those who are not in the active dying process.

Synopsis:
ADDITIONAL LIVE WEBINAR – Living with Dying:
Machias, 10/11, 10/19, & Wednesday 12/2
Presenter: Patrick T. Seay, M. Ed.
Director, School Operations - Admissions, Compliance and Transition, Kennedy Krieger Institute
This course is approved for 3 MSDE Continuing Professional Development/CPD credits as course # 16-66-37.
#2599 LIVE WEBINAR – The Ethics of Addressing Cultural Competency in Trauma Informed Care
Date: Monday, October 5, 2020; 5:00 p.m. – 8:45 p.m. (from 5:00 – 5:30 p.m.)
location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Marsha Stein, LCSW-C
Licensed Psychotherapist, Corporate Communication Trainer
Synopsis: Conflict, when dealt with productively, can be an opportunity for growth. However, when allowed to fester or used reactively, it can destroy relationships and productivity. This interactive three-hour class will give participants the opportunity to assess their own conflict management style and learn several tools in dealing with conflict.
Learning Objectives: Upon completion of this course, participants will be able to:
1. Identify the benefits and challenges of conflict.
2. Assess individual conflict management style.
3. Utilize the 3 levels of conversation in resolving conflict.
CE: 1 Category I
Cost: $45 for members; $65 for non-members

#2610 LIVE WEBINAR – Grant Writing and Fundraising for the Emergent Social Worker
Date: Wednesday, October 7, 2020; 9:00 a.m. – 4:45 p.m. (from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Ashley McSwain, MSW, MSOD
President, Consultants for Change, Inc.
Synopsis: This workshop is a response to the strong call for new leaders with the capability to acquire funding for organizational growth, development, and sustainability. Learning how to write grants and build relationships with funders is vital to acquiring funding. Additionally, building strategic relationships that will lead to individual donors and donations is vital to the success of any nonprofit. The presenter will introduce you to the basics and mechanics of grant writing and the elements of effective fundraising strategies.
Learning Objectives: This workshop will introduce emerging and experienced leaders to:
1. Understanding the basic mechanics of grant writing.
2. Understanding the difference between fundraising and grant writing and how the two overlap.
CE: 6 Category
Cost: $90 for members; $130 for non-members

#2571 LIVE WEBINAR - General Supervision – Part 1 of 2*
Date: Thursday, October 8, 2020; 9:00 a.m. – 4:45 p.m. (from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Pamela Love Manning, MSW, Ph.D.
Training Specialist, Child Welfare Academy. University of Maryland-Baltimore
Synopsis: Clinical Ethic: Ethical Responsibility to Clients – 1.04 Competence and 1.05 Cultural Awareness and Social Diversity. The purpose of this webinar is to discuss the Ethics of Addressing Cultural Competence in Trauma-Informed Care. The webinar examines the history of Cultural Competence and barriers of communication that impacts providers’ ability to provide objective treatment. Mental health professionals come from various backgrounds and different walks of life which in return shapes their perceptions and definitions of cultural competence. Many providers have received training on cultural competence in Trauma-Informed Care and there is very little training that encourages providers to be mindful of how their personal cultural and ethical perceptions can either cause providers to cause trauma to their patients. This webinar will distinguish between ethics and competence and challenge current perceptions of cultural competence. Upon completion of this training participants will leave with a clear understanding of the importance of viewing cultural competence from an individual perspective so that ethical treatment can be provided.
Who should attend:
- Maryland Licensed Professional Counselors
- Maryland Social Workers
- Maryland Psychologists
- Maryland Substance Abuse Counselors
- Maryland Marriage and Family Therapists
- Maryland Residential Child Care Professionals
- DC Social Workers
- DC Licensed Professional Counselors
- Virginia Social Workers

Learning Objectives: At the end of this workshop, participants will be able to:
1. Right/Right Ethics of Cultural Competence in Trauma-Informed Care
2. Distinguish between Ethics and Competence
3. Define culture and culture competence
4. Identify various perceptions regarding cultural competence
5. Describe and use cultural adaptability
CE: 3 Cat I
Cost: $45.00 for members; $65 for non-members

Date: Tuesday, October 6, 2020; 9:00 a.m. – 12:45 p.m. (from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: S. Colby Peters, Ph.D., LCSW-C
CEO, Human Systems
Synopsis: Did you know that if we don’t have a word for an emotion, we can’t truly experience that emotion? Did you know that foreign languages have thousands of feeling words that many of us have never heard of? Emotional granularity is an aspect of emotional intelligence that refers to the ability to highly specify the emotion a person is feeling. Is it anger or a feeling of betrayal, intimidation, or outrage? Is it happiness, or a feeling of acceptance, power or pride? In this workshop, attendees will learn the difference between affect and emotion, and how to identify those emotions to find the best solution to the challenge of feeling that way. Emotional granularity is a skill that will help clients truly harness the power of emotion.
Learning Objectives: In this course participants will:
1. Learn about the new science of emotion creation.
2. Be able to differentiate between affect and emotion
3. Learn how to identify and define emotions using an emotion wheel.
4. Practice turning emotions into solution-focused actions.
CE: 3 Cat I
Cost: $45 for members; $65 for non-members

#2548 LIVE WEBINAR – Using Emotional Granularity to Solve Challenges in a Changing Environment
Date: Wednesday, October 7, 2020; 9:00 a.m. – 4:45 p.m. (from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location

#2564 LIVE WEBINAR – Conflict Management
Date: Friday, October 9, 2020; 10:00 a.m. – 12:45 p.m. (from 10:00 – 12:30 p.m.)
Location: VIRTUAL EVENT – No Physical Location

#2599 LIVE WEBINAR – The Ethics of Addressing Cultural Competency
Date: Monday, October 5, 2020; 5:00 p.m. – 8:45 p.m. (from 5:00 – 5:30 p.m.)
location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Dwayne L. Buckingham, Ph.D., LCSW-C, BCD
President & CEO, R.E.A.L. Horizons Consulting Solutions, LLC
Training Specialist, Child Welfare Academy. University of Maryland-Baltimore
Synopsis: Clinical Ethic: Ethical Responsibility to Clients – 1.04 Competence and 1.05 Cultural Awareness and Social Diversity. The purpose of this webinar is to discuss the Ethics of Addressing Cultural Competence in Trauma-Informed Care. The webinar examines the history of Cultural Competence and barriers of communication that impacts providers’ ability to provide objective treatment. Mental health professionals come from various backgrounds and different walks of life which in return shapes their perceptions and definitions of cultural competence. Many providers have received training on cultural competence in Trauma-Informed Care and there is very little training that encourages providers to be mindful of how their personal cultural and ethical perceptions can either cause providers to cause trauma to their patients. This webinar will distinguish between ethics and competence and challenge current perceptions of cultural competence. Upon completion of this training participants will leave with a clear understanding of the importance of viewing cultural competence from an individual perspective so that ethical treatment can be provided.
Who should attend:
- Maryland Licensed Professional Counselors
- Maryland Social Workers
- Maryland Psychologists
- Maryland Substance Abuse Counselors
- Maryland Marriage and Family Therapists
- Maryland Residential Child Care Professionals
- DC Social Workers
- DC Licensed Professional Counselors
- Virginia Social Workers

Learning Objectives: At the end of this workshop, participants will be able to:
1. Right/Right Ethics of Cultural Competence in Trauma-Informed Care
2. Distinguish between Ethics and Competence
3. Define culture and culture competence
4. Identify various perceptions regarding cultural competence
5. Describe and use cultural adaptability
CE: 3 Cat I
Cost: $45.00 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.

#2588 LIVE WEBINAR – 30 “C” Core Items & Ethics “C” Items 14-30
Date: Thursday, October 1, 2020; 1:00 p.m. – 4:30 p.m. (from 1:00 – 1:30 p.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: S. Colby Peters, Ph.D., LCSW-C
CEO, Human Systems
Synopsis: Did you know that if we don’t have a word for an emotion, we can’t truly experience that emotion? Did you know that foreign languages have thousands of feeling words that many of us have never heard of? Emotional granularity is an aspect of emotional intelligence that refers to the ability to highly specify the emotion a person is feeling. Is it anger or a feeling of betrayal, intimidation, or outrage? Is it happiness, or a feeling of acceptance, power or pride? In this workshop, attendees will learn the difference between affect and emotion, and how to identify those emotions to find the best solution to the challenge of feeling that way. Emotional granularity is a skill that will help clients truly harness the power of emotion.
Learning Objectives: In this course participants will:
1. Learn about the new science of emotion creation.
2. Be able to differentiate between affect and emotion
3. Learn how to identify and define emotions using an emotion wheel.
4. Practice turning emotions into solution-focused actions.
CE: 3 Cat I
Cost: $45 for members; $65 for non-members

#2584 LIVE WEBINAR – Using Emotional Granularity to Solve Challenges in a Changing Environment
Date: Tuesday, October 6, 2020; 9:00 a.m. – 12:45 p.m. (from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Ashley McSwain, MSW, MSOD
President, Consultants for Change, Inc.
Synopsis: This workshop is a response to the strong call for new leaders with the capability to acquire funding for organizational growth, development, and sustainability. Learning how to write grants and build relationships with funders is vital to acquiring funding. Additionally, building strategic relationships that will lead to individual donors and donations is vital to the success of any nonprofit. The presenter will introduce you to the basics and mechanics of grant writing and the elements of effective fundraising strategies.
Learning Objectives: This workshop will introduce emerging and experienced leaders to:
1. Understanding the basic mechanics of grant writing.
2. Understanding the difference between fundraising and grant writing and how the two overlap.
3. Strategies for effective fundraising
CE: 6 Category
Cost: $90 for members; $130 for non-members

Please Note: This is a two-day workshop with #2572-The Ethics of Supervision – Part 2 (3 hours) AND #2573-Advanced Supervision – Part 3 (3 hours) on Friday, October 9th. Attendees may register for Part 1, Part 2, OR Part 3 separately. However, in order to earn the 12 hours of supervision necessary to become a board approved supervisor, attendance at all 3 workshops is required.
Synopsis: This one day workshop consists of information, interactive activities, and engaging discussions designed to enhance general supervision skills. It is for new and aspiring supervisors, experienced supervision/administrators who would like to enhance their supervisory knowledge, and social workers and other human service professionals working towards advanced licensure. Day one of the training provides an overview of the supervision and the skills, attitudes, and resources necessary for effective supervision. You will also explore emotional intelligence and strategies for addressing generational differences in the workplace.

Learning Objectives: After this course participants will be able to:
1. To understand the role, function, and core competencies of effective supervisors.
2. To understand how leadership styles, generational differences, technology, and emotional intelligence affect workplace behavior and the climate/ culture of an organization.
3. To understand the conduct, legal and regulatory issues of supervision.
4. To apply theoretical models to supervision.

CE: 6 Category I
Cost: $65 for members; $85 for non-members

Please Note: If the attendee completes both days (Parts 1, 2, and 3) of the 12 hours of this workshop, the Maryland Board of Social Work Examiners’ 3-hour ethics requirement for license renewal will be met, and the attendee will have met the Maryland BSWE’s requirement to become a certified supervisor.

#2572 LIVE WEBINAR - The Ethics of Supervision – Part 2 of 3
Date: Friday, October 9, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed on the top of first page of Continuing Ed to be prepared

Synopsis: This half-day workshop consists of information, interactive activities, and engaging discussions designed to enhance the effectiveness of supervision. It is for new and aspiring supervisors, experienced supervisors/administrators who wish to enhance their supervisory knowledge, and social workers and other human service professionals who supervise other professionals working toward advanced licensure. It covers theoretical frameworks, information on conducting supervision, and skills necessary for ethical supervision in accordance with regulations and best practices.

Learning Objectives: Upon completion of this course, participants will be able to:
1. Identify major changes in the WSF Licensing Act 2017. Recently the BSWE promulgated regulations to carry out the changes in the law. We will review the major changes in the statute and regulations that relate directly to supervision so the attendee will familiar with all requirements.
2. Understand the newly created status of LSBW and UMSS independent practitioners
3. Understand their obligations as supervisors or supervisors.
4. Recruit their responsibilities for continuing education for license renewal.
5. Know the difference between the NASW Code of Ethics and COMAR Ethics Regulations for Social Workers

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

Please Note: This workshop meets the requirement for 3 hours of ethics OR 3 hours of supervision (for supervisors) required by the Maryland BSWE for license renewal.

#2573 LIVE WEBINAR - Advanced Supervision – Part 3 of 3
Date: Friday, October 9, 2020; 1:15 p.m. – 5:00 p.m. (login 1:15 – 1:45 p.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed on the top of first page of Continuing Ed to be prepared

Synopsis: This workshop consists of information, interactive activities, and engaging discussions designed to enhance supervision skills. It is for new and aspiring supervisors, experienced supervisors/administrators who would like to enhance their supervisory knowledge, and social workers and other human service professionals who supervise other professionals working toward advanced licensure. The presenter covers theoretical frameworks, information on conducting supervision, and skills necessary for ethical supervision in accordance with regulations and best practices.

Learning Objectives: Upon completion of this course, participants will be able to:
1. Understand the role, function, and core competencies of effective supervisors.
2. Understand how leadership styles, generational differences, technology, and emotional intelligence affect workplace behavior and the climate/culture of an organization.
3. Understand the conduct, legal and regulatory issues of supervision.
4. Be able to apply theoretical models to supervision.

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

Please Note: This is Part 3 of a two-day workshop. Part 1, General Supervision #2571 (6-hours) will be held on Tuesday, October 8th; Part 3, Advanced Supervision #2573 (3 hours) will be held on Tuesday October 8th in the morning. You may register for Part 1, Part 2, or Part 3 separately. However, in order to earn the 12 hours of supervision necessary to become a board approved supervisor, attendance at all 3 workshops is required.

CE: 3 Category 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.

#2576 LIVE WEBINAR - Understanding the Complexities of Clinical Testimony in Civil and Criminal Cases
Date: Thursday, October 15, 2020; 9:15 a.m. – 9:45 a.m. (login from 9:15 – 9:45 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed on the top of first page of Continuing Ed to be prepared
Presenter: Veronica Cruz, LCSW-C

Synopsis: Clinical social workers often work with an array of individuals with complex and generational trauma narratives. Because of these factors, professionals in this arena are more likely to be called to testify and must quickly tell their client’s story and advocate for the most appropriate recommendations. Testimony can be a difficult and daunting task. For many, public speaking naturally evokes a sense of anxiety and uncertainty. Legal proceedings can have a profound effect on the client and the systems we serve; therefore it is imperative that social workers be prepared to professionally articulate and advocate for their client during the testimony phase of a case. The presenter will explore the language of testifying and various techniques and tips to enhance and promote effective and powerful testimony. Additional topics presented in this workshop will be tips for testifying in civil and criminal matters, preparing clinical data, understanding the various laws and regulations for testifying, writing in preparation for testifying, and cross examination.

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

Please Note: This workshop will help participants to concentrate on themselves as well as explore tools and strategies for making change with their clients.

Learning Objectives: Upon completion of this intermediate course, participants will be able to:
1. Increase their knowledge of various ethical principles and codes of ethics for further understanding how to manage and/or avoid dual relationships.
2. Demonstrate an understanding of issues related to dual relationships and boundary issues.
3. Effectively understand and apply an ethical decision-making model which incorporates the codes of ethics and COMAR regulations to concepts of dual relationships and boundary issues.
4. Participants will be able to articulate the key elements of balancing ethical responsibilities in relationships to the concepts of dual relationships and boundary issues.

SYNOPSIS:
Continuing Ed Continued on page 25
1. Create effective supervision plans.
2. Learn techniques to encourage leaders.
3. Increase ability to delegate tasks.
4. Assess between difficult staff versus those who need support.
5. Learn tips to increase effective communication and maintain morale.
6. Increase coaching/teaching skills and shift from making demands.
7. Learn constructive methods to engage staff and keep them motivated.
8. Be aware of the responsibilities of the BSWE supervisor.

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

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

#2566 LIVE WEBINAR – A Secure-Enough Base: Attachment Essentials & Interventions
Date: Tuesday, October 20, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Catherine D. Nugent, LCSW, TEP
Transformations/Laurel Psychodrama Training Institute
Synopsis: Early caregiving has a lasting impact on psychological development, ability to learn, capacity to regulate emotions, and ability to form satisfying relationships (Keller & LePiere, 2012; Cain & Terrel, 2018; Siegel, 2012). Secure, nurturing environments and stimulating, engaging experiences help build the neural architecture of the brain. Conversely, the absence of caring, stable relationships, especially in early childhood, can lead to host of life-long problems that psychotherapists see in their clinical practices. Findings from the contemporary fields of psychodrama and sensorimotor psychotherapy for working with clients with attachment-related problems.

Learning Objectives: At the end of this workshop, participants should be able to:
1. Explain the role and significance of safety and connection in human development.
2. Review healthy development from five perspectives: evolutionary psychology, neuropsychology, emotional, cognitive, and existential/spiritual.
3. Describe the four attachment styles identified by John Bowlby and Mary Ainsworth & Mary Main.
4. Define the terms: co-regulation, neuroception, earned secure attachment.
5. Describe the three components of self-compassion as articulated by Kristen Neff.
6. Experience and explain at least 3 holistic, integrative and experiential interventions to help clients with the effects of attachment injuries.

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

#2600 LIVE WEBINAR – A Framework for Thinking Ethically
Date: Wednesday, October 21, 2020; 5:00 p.m. – 8:45 p.m. (login from 5:00 – 5:30 p.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Ed Geraty, LCSW-C
Behavioral Health, MMH
Synopsis: Have you ever wondered if you made the right ethical decision? Is ethics just a way of thinking used in professional practice or is it a way of life? When do individuals begin to think ethically? What makes someone think ethically? What differentiates a professional social worker from a friend with good social skills? This workshop will provide an exploration of a variety of processes to help us define what ethics is and is not, review the sources used to determine an ethical point of reference, and proposes a series of questions to help determine ethical responses to daily decision making.

Learning Objectives: Upon completion of this course participants will be able to:
1. Define what ethics is and is not.
2. Learn the sources generally used to determine 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 Category 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.

#2574 LIVE WEBINAR – Cultural Humility: Engaging Diversity In Practice
Date: Thursday, October 22, 2020; 1:30 p.m. – 5:15 p.m. (login from 1:30 – 2:00 p.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Keisha B. Atlee, LCSW-C
Field Liaison, Morgan State University; Facilitator: Empowering Minds Resource Center: Clinical Supervisor; President-Rio Ridge
Synopsis: What’s the difference between a professional social worker and a friendly person with good intentions? Professional integrity. Despite being a heterogeneous and highly diverse society, the United States is a highly competitive and ethically motivated society in which the struggle to genuinely appreciate and accept others has led to increased prejudice and marginalization of individuals identified as other than or minority. To fulfill the tasks, functions and obligations of professional social work practice, social workers must develop and maintain the capacity for sincere acceptance of other people regardless of their similarities and differences.

Learning Objectives: Upon completion of this course, participants will be able to:
1. Define terms frequently associated with cultural competence
2. Gain awareness of cultural identifiers and the similarities and variances among groups.
3. Discuss implicit bias and microaggressions and their impact on practitioner service delivery.
4. Engage critical thinking skills to generalize and apply concepts of cultural humility to practice.
5. Identify factors which are obstacles to seeking treatment.

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

#2577 LIVE WEBINAR - The Risk of Being Yourself: The Ethical Case for Providing Effective Care to LGBTQIA+ Individuals
Date: Friday, October 23, 2020; 9:15 a.m. – 1:00 p.m. (Sign in from 9:15 – 9:45 a.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Lee Westgate, MBA, MSW, LCSW-C
Clinical Director, UMSW and National Director of Behavioral Health, AbsoluteCare
Synopsis: Hermann Hesse once said, “You must unlearn the habit of being someone else or nothing at all, unimitating the voices of others and taking the faces of others for your own.” LGBTQIA+ (lesbian gay bisexual transgender queer questioning intersex asexual allies plus) individuals possess the unique experience of finding one’s self against all odds. With the widening of awareness and interest in serving LGBTQIA+ individuals, there is a need to equip Social Workers with modernized information on how to effectively and ethically engage with these populations. After all, our code of ethics insists that we prioritize equity to care, aspire toward cultural competence, and transcend stigma through the recognition of the inherent worth and dignity of people. Additionally, there is a need to break apart the acronym and to recognize the resilience and unique intersections between LGBTQIA+ populations. Lastly, there is a need to recognize that the developmental stage comes with a new task and a crucial moment that may simultaneously involve self-awareness and the consequences of self-disclosure. In this training, the presenter aims to provide attendees with thoughtful and authentic insights about the challenges of being and serving LGBTQIA+ populations, and the importance of utilizing a strengths and resiliency framework to provide care.

Learning Objectives: Upon completion of this course, participants will be able to:
1. Provide an overview of the unique challenges faced by LGBTQIA+ individuals.
2. Frame these challenges within both a trauma-informed care and minority stress framework.
3. Highlight key ethical challenges related to the provision of care.
4. Offer recommendations and best practices for effective engagement and care.

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

Please Note: This workshop qualifies for the Maryland BSWE 3-hour ethics requirement for license renewal.

#2567 LIVE WEBINAR – Senior Fear: Exploring Different Types of Anxiety Disorders in Older Adults
Date: Monday, October 26, 2020; 5:00 p.m. – 8:45 p.m. (login from 5:00 – 5:30 p.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Joanna Frankel, LCSW-C
Owner/Founder Care Consulting
Synopsis: Everyday has anxiety. It is a normal human response to perceived danger; but if a senior is experiencing anxiety when there is no real threat, there may be an anxiety disorder diagnosis that requires treatment. This interactive webinar will discuss the different types of anxiety disorders that impact older adults including, generalized anxiety disorder, obsessive compulsive disorder, panic disorder, and post-traumatic stress disorder. Further, the social work code of ethics that will be discussed specifically focusing on Social Workers’ Ethical Responsibilities to Clients, 1.01 Commitment to Clients, 1.02 Self-Determination, 1.04 Competence, 1.05 Cultural and Social Diversity and Social Work and the Standards of Practice 10.42.02.06, .06 Standards of Practice 10.42.03.03. .03 Responsibilities to Clients. In addition, symptoms, causes and treatment options will be covered extensively.

Learning Objectives: At the end of this webinar participants will be able to:
1. Identify 3 differences between normal aging and seniors suffering with a mental illness, particularly an anxiety disorder.
2. List the symptoms of 3 different anxiety disorders.
3. Identify 3 sections of code of ethics that are impacted working with this population.
4. Explain the best practices for working with elders with anxiety disorders and their families.

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

Please Note: This workshop qualifies for the Maryland BSWE 3-hour ethics requirement for license renewal.

#2602 LIVE WEBINAR – Using a Resilience Framework in Clinical Supervision: It’s Only Ethical
Date: Wednesday, October 28, 2020; 8:30 a.m. – 12:15 p.m. (Sign in begins 8:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Suzanne Cox, LCSW-C, MBA
Team leader, Continuous Care; University of Pittsburgh Medical Center, Britton Heights
This workshop will earn EVER 3 hours of supervision OR 3 hours of ethics CEUS
Synopsis: “Resilience is the ability to return to the original form after being bent, stretched or compressed.” (Rohr, 2016). The stress inherent in working with the issues of others creates the need to build resilience skills. Participants will learn how to build resilience skills allowing both the supervisor and supervisee to succeed in their respective professional roles. Ongoing stress fueled by working with large, seemingly uncaring systems, issues of inequality, adversity, disadvantage, trauma, constraints on often diminishing resources as well as increasing demands related to accountability and documentation, impact supervision, and the ability to sustain healthy boundaries. Fostering resilience in the context of the supervisory relationship is ideal in that supervision provides a dedicated space and time to think and reflect on challenges and successes, as well as to identify opportunities for professional growth.
This workshop will define and explore constructs focused on building and maintaining resilience skills in adults, examining critically which are suitable for the supervisory relationship. The relationship between the resilient clinician as well as supervisor and client safety, autonomy, and quality clinical care will be correlated to relevant sections of the Code of Ethics through case discussions. Potential interventions with challenging supervisees will be deliberated. We will assess the potential for the use of quantifiable resilience measures in self-assessment and evaluation of supervisees.

Learning Objectives: At the end of this workshop, attendees will be able to:
1. Define the core tenets of resilience and relate these to both effective clinical practice and the supervisor supervisee relationship.
2. Discuss the relationship between resilience and ethical, effective clinical practice.
3. Identify approaches to incorporating resilience-building in the supervisory relationship, and potential ethical challenges to doing so.

CE: 3 Cat I
Cost: $45.00 for members; $65 for non-members

Please Note: This workshop qualifies for either the Maryland Board of Social Work Examiners’ 3-hour supervision (for supervisors) or 3 hours of ethics requirement for license renewal.
#2578 LIVE WEBINAR – Leadership IQ Parts 1 & 2
Date: Thursday and Friday, October 29–30, 2020; 9:00 a.m. – 12:45 p.m. each day (login from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Marsha Stein, LCSW-C
Licensed Psychotherapist, Corporate Communication Trainer
Synopsis: Leadership is not defined by positional authority alone. Using self-assessment, participants will have an opportunity to identify their own leadership skills and attributes. This interactive 2-day (3 hours each day) training is divided into two morning workshops.
Learning Objectives: At the end of this 2-day webinar, attendees will be able to:
1. Identify key elements of leadership
2. Assess one’s own leadership strengths
3. Assess one’s own leadership growth
4. Identify specific leadership skills
CE: 6 Cat I
Cost: $90 for members; $130 for non-members
*Please Note: This webinar spans 2 days. Part I will be held on October 29th from 9 am - 12:45 pm (login 9–9:30 am) and Part II will be held on October 30th from 9 am – 12:45 pm (login 9:30–9:45 am). You will receive a certificate for 6 CEUs on day 2.

#2635 LIVE WEBINAR – Collaborative IQ
Date: Friday, November 6, 2020; 9:30 a.m. – 12:45 p.m. (login from 9:30 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Marsha Stein, LCSW-C
Licensed Psychotherapist, Corporate Communication Trainer
Synopsis: Collaborative IQ is more critical in today’s workplace than ever before. How do you raise the collaborative IQ of your team and enable smart people to be smarter, together? A group of high performing individuals in and of itself does not constitute a successful team. This training will give specific and concrete tools that can easily be used with teams. IQ is relatively fixed but collaborative IQ can be learned.
Learning Objectives: At the end of this webinar, attendees will:
1. Learn and utilize concrete tools to measure and increase collaborative IQ
2. Identify the differences between mind share and market share
3. Identify barriers and builders of collaborative IQ
CE: 3 Category I
Cost: $45 for members; $65 for non-members

#2578 LIVE WEBINAR – Transformational Leadership
Date: Monday, November 9, 2020; 1:00 p.m. – 4:45 p.m. (login in from 1:00 – 1:30 p.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Ashley McSwain, MSW, MSOD
Consultative Facilitator for Change, Inc.
Synopsis: This workshop was developed in response to the call for strong leaders with the capability to engage in ever-changing business environments with clear vision; and will foster a motivated, productive workforce committed to achieving an organization’s competitive advantage.
Learning Objectives: This workshop will introduce emerging and experienced leaders to:
1. Transformational leadership practices, including the ability to create a shared vision.
2. Differing leadership styles and sources of leadership power.
3. Processes that deepen awareness of beliefs, assumptions and perceptions to influence leadership, and common obstacles to effective leadership.
CE: 3 Category I
Cost: $45 for members; $65 for non-members

#2558 LIVE WEBINAR – Ethical Considerations and Extreme Risk Protective Orders
Date: Monday, November 9, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenters: PFC Meghan Holloway
Mental Health Liaison, Howard County Police Department and
MSW Student at University of Maryland School of Social Work
Amy Miller, LCSW-C
Mobile Crisis Team Lead Clinician, Grassroots Crisis Intervention Center
Eileen Zeller, MPH
Red Flag Education Lead, Moms Demand Action for Gun Sense in America – Maryland Chapter
Synopsis: This workshop will provide the attendee with an understanding of Maryland’s new “red flag law” called the Extreme Risk Protective Order (ERPO). The law went into effect in October of 2018 and restricts access to firearms for those who are in crisis or meet other criteria. Maryland is one of the few states to have included clinicians as one of the groups that can file for these orders which presents unique dilemmas in the field of therapeutic engagement. Attendees will first be provided a comprehensive understanding of the law and will then learn how to facilitate clinical discussions, align agency policies and procedures, and apply the concepts of means restriction when dealing with suicidal and homicidal ideation.
Learning Objectives: After this training, participants will be able to:
1. Identify major changes in the WSW Licensing Act.
2. Understand the newly created status of LBSW and LMSW Independent practitioners
3. Understand their obligations as supervisors or supervisors
4. Recruit their responsibilities for continuing education for license renewal
5. Know the difference between the NASW Code of Ethics and COMAR Ethics Regulations for Social Workers
CE: 3 Category I
Cost: $45 for members; $65 for non-members
*Please Note: This workshop meets the requirement for 3 hours of ethics OR 3 hours of supervision (for supervisors) required by the Maryland BSWE for license renewal.

#2580 LIVE WEBINAR – Advanced Supervision – Part 3 of 3*
Date: Friday, November 13, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.)
Location: VIRTUAL EVENT – No Physical Location
Read important information listed at the top of first page of Continuing Ed to be prepared
Presenter: Maxwell Manning, MSW, Ph.D.
Clinical Supervisor Consultant, Licensed Clinician, Life and Executive Coach and CEO International Leadership, Coaching and Mentoring, Inc.
Synopsis: This one day workshop provides training for supervisors and administrators who supervise others. The workshop will provide the attendee with an understanding of the legal and ethical standards necessary for supervision.
Learning Objectives: Upon completion of this course, participants will be able to:
1. Understand the newly created status of LBSW and LMSW Independent practitioners
2. Recruit their responsibilities for continuing education for license renewal
3. Know the difference between the NASW Code of Ethics and COMAR Ethics Regulations for Social Workers
CE: 3 Category I
Cost: $90 for members; $130 for non-members
*Please Note: This workshop meets the requirement for 3 hours of ethics OR 3 hours of supervision (for supervisors) required by the Maryland BSWE for license renewal.
#2536 LIVE WEBINAR - Social Work Exam Prep (3 PARTS)
Date: Thursday, Friday, and Saturday, November 19-21, 2020; 8:00 a.m. – 1:30 p.m. (all 3 days)

Please Note: This is a 3-day workshop. You must register for all 3 days

Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenters: Corey Beauford, MSW, LCSW
Founder and President, Inspired Consulting Group

Synopsis: This course is geared toward equipping participants with the skills necessary to sit for the General Social Work Exam (LSGW) or the Clinical Exam (LCSW or LCSW-C). A thorough overview of the test content will be provided as well as an analysis of test-taking strategies and tips useful for success on the exam.

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. 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:
11 Category I

Cost:
$195 for members (includes $15 fee for study materials);
$250 for non-members (includes a $15 fee for study materials)
$115 for student members (includes a $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 license renewal will be met.

$45 for members; $65 for non-members

Please Note: This workshop qualifies for EITHER the Maryland Board of Social Work Examiners’ 3-hour ethics requirement OR the 3-hour supervision requirement (for supervisors) needed for license renewal.

#2588 LIVE WEBINAR - Ethical Considerations when Conducting Both Individual and Group Supervision
Date: Thursday, December 3, 2020; 9:00 a.m. – 12:45 p.m. (login from 9:00 – 9:30 a.m.).

Location: VIRTUAL EVENT – No Physical Location

Read important information listed at the top of first page of Continuing Ed to be prepared

Presenter: Joanna Frankel, LCSW-C
Owner, Frankel Care Consulting

Synopsis: Conducting supervision can be a challenging yet rewarding experience whether working individually or in a group setting. This interactive course will focus on the social work code of ethics workers are mandated to follow along with the dilemmas that can arise during supervision. We will focus on: 1. Social Workers’ Ethical Responsibilities to Clients 2. Social Workers’ Ethical Responsibilities to Colleagues 2.02 Confidentiality 2.03 Interdisciplinary Collaboration 3. Social Workers’ Ethical Responsibilities in Practice Settings 3.01 Supervision and Consultation 4. Social Workers’ Ethical Responsibilities as Professionals 4.01 Competence and COMAR 10.42.03.06 .06 Standards of Practice, 10.42.03.03 .03 Responsibilities to Clients. Each participant will be encouraged to share their experiences and together will identify any potential dilemmas that have transpired.

Learning Objectives: Upon completion of this course, participants will be able to:
1. Understand the benefits of group supervision as a complement to individual supervision while recognizing the different ethical dilemmas that can occur.
2. Structure supervision sessions to facilitate discussions that are focused on practice themes, cases, and how the social work code of ethics apply.
3. Identify ethical dilemmas that can arise during supervision.

CE:
3 Cat. I

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

Please Note: Read important information listed at the top of first page of Continuing Ed to be prepared.
### Support Services

**SAVI**

SAVI assists with managing and organizing student resources.

**Licensure Support**

Have a question about how to become licensed? Are you wondering how many CEUs you will need to renew your license? NASW MD is available by phone to assist in answering most licensing questions.

**Use of NASW proud member logos**

Attract clients, colleagues or career opportunities with use of this logo. Assure your audience that you not only adhere to the ethics of NASW but you also support social work advocacy, growth and education.

**Liability insurance through NASW Assurance Services**

NASW Assurance Services offers discounts to NASW Members and has liability insurance覆盖 tailored specifically for social workers.

**Ethics Consultations**

Ethics consultations are a FREE resource for members who encounter ethical dilemmas and/or have ethics related questions.

**HIPAA toolkit and resources**

The HIPAA toolkit includes documents that are helpful to managers and staff as well as social work entrepreneurs. Some template documents include: Business Associate Agreements, Business Associate Policy, Notice of Privacy Practices, Accounting of Disclosures Policy, Accounting of Disclosures Log, Authorization/Consent Policy, Authorization to Release Mental Health Treatment Information, Authorization to Release Substance Abuse Treatment Authorization for Electronic Communication, Information, Breach Notification Policy, Breach Notification to Client, Breach Notification to HHS, Authorization to Notify Client of Breach via Telephone/Email.

### Practical Tools

**SAVI**

SAVI assists with managing and organizing student resources.

**Licensure Support**

Have a question about how to become licensed? Are you wondering how many CEUs you will need to renew your license? NASW MD is available by phone to assist in answering most licensing questions.

**Use of NASW proud member logos**

Attract clients, colleagues or career opportunities with use of this logo. Assure your audience that you not only adhere to the ethics of NASW but you also support social work advocacy, growth and education.

**Liability insurance through NASW Assurance Services**

NASW Assurance Services offers discounts to NASW Members and has liability insurance coverage tailored specifically for social workers.

**Ethics Consultations**

Ethics consultations are a FREE resource for members who encounter ethical dilemmas and/or have ethics related questions.

**HIPAA toolkit and resources**

The HIPAA toolkit includes documents that are helpful to managers and staff as well as social work entrepreneurs. Some template documents include: Business Associate Agreements, Business Associate Policy, Notice of Privacy Practices, Accounting of Disclosures Policy, Accounting of Disclosures Log, Authorization/Consent Policy, Authorization to Release Mental Health Treatment Information, Authorization to Release Substance Abuse Treatment Authorization for Electronic Communication, Information, Breach Notification Policy, Breach Notification to Client, Breach Notification to HHS, Authorization to Notify Client of Breach via Telephone/Email.

### Communication Platforms

**The Maryland Social Work Newspaper**

This newspaper has been a staple in the social work community. It is mailed quarterly to NASW MD members including updates about social work policy, events and latest news in Maryland. The newspaper is also mailed twice a year to all Maryland social workers and often features articles and recognition of NASW MD members.

**Monthly E-News and Student E-News**

E-news is a digital news release typically e-mailed at the beginning of each month to all NASW members while the Student E-News is e-mailed at the end of the month to NASW student members. The E-news provides updates and notifications of upcoming CEU workshops, awards, conferences, social work regulation/legislation changes and/or other matters. To support our members during the COVID 19 pandemic, the E-news is being emailed weekly.

**NASW Community Forum**

A platform to communicate with other NASW members from all over the nation. You can submit a message and receive responses from other members directly to your email or in your NASW Community account. Upcoming webinars offered by the national office are also posted.

**Branch Events**

NASW MD has branch representatives who often host events to engage NASW members in a localized Maryland area. Branch events are great ways to be in good company with other social workers in your area. Sometimes, a social worker needs another social worker to assist in understanding the barriers as well as celebrating the achievements that are present in our careers. Branch events can provide the atmosphere for such engagements.

**Networking Opportunities**

All Communication Platforms and events are opportunities for networking. NASW MD has hundreds of members, from novice to veteran social workers, who are practicing or learning about various sectors of social work. Do you have a question about a specific client, process or practice? Allow our members to share their years of experience with you. Social Work is generations strong because we communicate and rely on each other to navigate and grow in our careers.

### Continuing Education

**CEO Workshops and Live Webinars**

Live Webinars and in-person workshops available throughout Maryland. Category I and II CEUs available at discounted prices for members. Workshops cover topics about telehealth, clinical practice, ethics, school social work, supervision, licensure, aging and many more.

**Annual Conferences**

The Maryland Chapter presents an Annual Social Work Conference, a Clinical Conference, an Ocean City Conference and a Student Conference. During the pandemic, these conferences are being held virtually.

**Social Work Online CE Institute**

This online portal is filled with recorded and live webinars. Take a look and see if any interest you. Many are offered at a discounted rate or free to specialty practice section members. CEUs are offered for some of these courses.

### Discounts

**Other Member Discounts**

NASW offer numerous discounts to members including discounts on identity theft protection, entertainment, hotels and vacations. Some discounts are offered through the following companies:

- Taxbot Business Expense Tracker
- TherapyNotes™
- Office Depot/OfficeMax
- Lenovo
- Constant Contact
- Prinastic
- LifeLock
- Car Rental Discounts
- Identity Guard
- Ticket Monster

Have a question about how to use your membership? Email the NASW MD chapter directly at membership.naswmd@socialworkers.org or contact the national office at 800-742-4089 or membership@socialworkers.org.
HELP WANTED

GLEN BURNIE
Psychotherapy practice seeks part-time therapist to join the team. LMSW, LMF or LPC preferred. Clinical supervision available for those working toward their LCSW-C. Flexible schedule and room for growth. Email resume holestinelcsw@gmail.com or fax (410) 672-3296.

CLINICAL COUNSELORS
Seeking Clinical counselors to provide assessment, short-term, solution-focused counseling services to eligible individuals, marital or intimate partners, families, and/or groups. Develop appropriate, risk-focused treatment and interventions for victims and perpetrators of child/domestic abuse in the Patuxent River, MD area.
Apply: https://recruiting.ultipro.com/ZEI1000ZEID/JobBoard/5966f8ea-2f33-46ea-aa96-f4f549ba84eb/OpportunityDetail?opportunityId=c6fa3692-07fa-4c1b-bf70-578ba2a55830

LCSW-C
Seeking a part-time (full-time potential if desired) LCSW-C to join multidisciplinary practice in Columbia. Must be a LCSW-C. Experience with children preferred. Supervision provided. Contact Scott at saholzman@gmail.com.

RECOVERY DIRECTOR - ANNAPOLIS
The OMHC/First Step Recovery Director is the overall administrator for a decentralized community behavioral health clinic based in Annapolis, Maryland. The clinic is intended to serve adults, youth and families affected by behavioral health disorders. The clinic is primarily fee for service with some grant funding and donations. The Program Director is a working manager who plans, evaluates and organizes both the clinical program and assists with the budget for the clinic. The director will provide direct care services 24 of their 40 hours per week and provide administrative time and supervision 16 hours per week.
Duties include: Provides overall leadership, guidance and consultation to a multidisciplinary behavioral health care team, Responsible for overall administrative and clinical supervision or designation of supervision to qualified clinic staff, Coordinates services with other agency components, Develops and implements policies and procedures, Maintains appropriate records and statistics for administrative and regulatory purposes
Education & Experience: Master's Degree in a related field of study such as Social Work or Counseling with 5+ years of experience in the treatment of substance abuse and mental health disorders. License: Maryland State professional license for independent practice: LCSW-C or LCPC

CLASSIFIEDS
Published by The Maryland Society for Social Work (NASW-MD)
Publication of an advertisement does not constitute endorsement or approval of any product or service advertised, or any point of view, standard, or opinion presented therein. The Maryland Chapter-NASW is not responsible for any claims made in an advertisement appearing in its publications.

Advertising Policy: All advertising is subject to the publisher’s approval. NASW-MD reserves the right to reject advertisement for any reason and at any time.

NASW-MD is not liable for any alleged loss or damages if an advertisement is omitted for any reason.

NASW-MD complies with provisions of applicable federal laws prohibiting discrimination. Placement of ads will be at NASW-MD’s discretion, although the advertiser’s preference will be met whenever possible. Publication of an advertisement does not constitute endorsement or approval by NASW-MD of any product or services, or opinions presented therein. NASW-MD is not responsible for any claims made in an advertisement appearing in its publications. The placement of an advertising order constitutes an acceptance of all of the rates and conditions under which advertising is sold.

Publication dates are:
Winter Edition (January-March) Deadline: January 1
Spring Edition (April-June) Deadline: April 1
Summer Edition (July-September) Deadline: July 1
Fall Edition (October-December) Deadline: October 1

FOR A PRICE QUOTE ON ADVERTISING call Daphne at (410) 788-1066, ext.16.

iheal wellness | therapy
Due to tremendous growth iHeal Wellness Therapy & Consulting, LLC is hiring!
iHeal Wellness Therapy has immediate opportunities for energetic health professionals for their telehealth group practice based in MD. We have established a HIPAA compliant telehealth platform serving a broad-based client population. This is a 100% remote position.
We are seeking the following unrestricted health professionals to provide telehealth:
- Licensed Certified Social Workers - Clinical (LCSW-C)
- Licensed Independent Clinical Social Workers (LICSW)
- Licensed Clinical Marriage and Family Therapists (LCMFT)
- Licensed Clinical Professional Counselors (LCPC)

Candidates must have the following:
- Licensed in MD, VA, or DC (eliglible to see clients where they are licensed).
- Experience with individual, group, couples, or family therapy
- Active license in good standing with recent background check
- Individual liability insurance

Why iHeal Wellness?
- Clinician-owned and operated company
- No commuting - telework position
- Managed like a private practice with flexible hours
- Full credentialing support
- Professional development opportunities
- Support team for scheduling with extended hours
- In-house billing department
- Marketing is covered
- Career advancement opportunities

Benefits:
- 1099 independent contractor model
- Work as little or as much as you wish
- Safe home office virtual work environment
- Part-time to full-time hours
- 8 a.m. to 8 p.m. available 365 days per year
- Opportunities to earn CEUs and bonus incentives
- Regular in-house professional development

Our mission is to aid in the betterment of mental health workers to make our families and communities healthier. Send your vitae with a cover letter indicating areas of expertise to care@ihealwellness.com
Send resume to Lmurphy@arundellodge.org or mail to: Arundel Lodge, Inc., HR, 2600 Solomons Island Road, Edgewater, MD 21097.

LMSW - FULL TIME
To join busy psychiatry practice in Anne Arundel County/Annapolis/Crofton. Ability to work with Children, Teens & Adults is a must. Group therapy experience helpful. Weekly LCSW-C supervision provided. Excellent opportunity for 2020 graduates eager to join the private sector. Send CV and cover letter for immediate consideration to: Martin Schuett, LCSW-C, mschuettscw@gmail.com.

LCSW-C, LCPC, LCFT, & PSYCHOLOGISTS - SILVER SPRING
Licensed LCSW-C, LCPC, LCFT, & Psychologist in Silver Spring, MD. Immediate telehealth positions are available for energetic therapists to join our teletherapy practice in Maryland. We are contracting with: LCPC, LCFT, LCSW-C or Licensed Psychologist. Giving you the freedom to create your own schedule. These 100% remote positions offer flexible hours, seven days a week from your HIPAA compliant home-office. You can choose a full-time or part-time, day, evening, or weekend schedule. Our administrative team provides billing, marketing, and scheduling support. Clinicians must have the following: Maryland independent license (DC or VA is a plus), two years of clinical practice with youth, adults, or groups, and a recent background check. Please submit your vitae and cover letter indicating areas of expertise and availability to carr@theiwellness.com.

LCSW-C
Join our growing team of highly qualified therapists. Successful candidate will work with children/adolescents as well as adults. We offer full time salaried and part time contractual positions available for licensed psychologists (PhD, PsyD), clinical social workers (LCSW-C), and clinical counselors (LCP) who are interested in creating collaborative partnerships with local health departments to provide quality care with our network of providers. If interested in participating, please contact: Laura Brooks, Ph.D., 410-465-2509.

Ellwood City
Large office with plenty of light through 2 large windows available. Six治疗 rooms and large, well-equipped therapist office. Close to park and town. Contact: Jenniferplassnig@gmail.com or 410-677-5800.

COLUMBIA
Offices for rent, part or full time. Busy multidisciplinary practice with referral potential conveniently located right off route 29 and I-79. Free WiFi. Contact Scott at shawblitz@gmail.com.

GLEN BURNIE

ELLICOTT CITY/WAYVIER Woods/COLUMBIA/ GLENECHO:
Near Rt. 70, RT. 32, and Rt. 29. Office and Group room is in a beautiful suite ready for daily and hourly rentals. Includes large fully furnished offices with 2 windows, Chairs for groups, large beautifully decorated waiting room, receptionist/the room, 2 bathrooms, kitchen area, and a waiting area for children. Also available parking and one office fully furnished. Call 410-635-4882 for information.

BETHESDA OFFICE SUBLET
Sound-proof, welcoming one-office suite in great location. Has storage/kitchen area, waiting room and bathroom; elevator, FREE parking, close to Metro. Availability: Saturdays, Sundays. Also Wednesday mornings. 301.706-5567 or dmyrnatfrank@gmail.com.

ANNAPOLIS
Furnished office space available P/T or full time. Fax, copier, with included. Opportunities for referrals available. Contact: ec.iger@verizon.net.

PROFESSIONAL DEVELOPMENT

NTI TRAININGS
Enroll in National Adoption Competency Mental Health Training Initiative (NTI): Free web-based training with NASW approved CEUs! NTI training enables you to better address the mental health & developmental needs of children in foster, adoptive or guardianship families is ready for you! Enroll in NTI trainings for Child Welfare Professionals, Child Welfare Supervisors, and Mental Health Professionals. Join others from across the USA to “Advance Practice for Permanency and Well-Being” Learn more: adoptionsupport.org.

MISCELLANEOUS

ARE YOU IN AN INTERRACIAL OR INTER-ETHNIC MARRIAGE?
Estimates are that one-in-six marriages in the United States are now intermarital or inter-ethnic. We are seeking men and women who are married to someone from a different race or ethnicity than the one from which they come. We would like to hear from you to interview for a study of the challenges and triumphs in these relationships. The Census Bureau refers to race as White (e.g., German, Italian, Lebanese, Egyptian), Black or African American (e.g., Jamaican, Haitian, Nigerian), American Indian or Alaska Native, Asian (e.g., Chinese, Japanese, Filipino, Korean, Asian, Native Hawaiian or other Pacific Islander. The Census Bureau refers to ethnicity as Hispanic or Latino (e.g., Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race). The interview is confidential and your anonymity is assured. The University of Maryland Baltimore Institutional Review Board has approved this study. There is no financial compensation for participating. If interested in participating, please contact: Dr. Geoffrey Greif, Professor, University of MD School of Social Work atgref@umd.edu or at 410-706-3567 (office).

BROOKE GROVE RETIREMENT COMMUNITY
Continuing Care Retirement Community: Brooke Grove Retirement Village
A community that hums with warmth, love and a healthy zest for living shared by neighbors and staff alike. With our 220-acre campus of lush pastures, hardwood forests and beautiful courtyards, you’ll enjoy the best of Maryland’s eastern shore. Join us as we celebrate being ‘in Place Team:
ELLICOTT CITY
Full time (unfurnished) and part time (attractively furnished) offices in established, multi-disciplinary mental health suite. Ample parking and handicapped access. Expansive, welcoming waiting rooms with pleasant music throughout. Private staff bathrooms, full size staff kitchen with refrigerator, microwave, dishwasher, Keurig coffee and tea. Staff workbook with mailboxes, photocopier, fax machine, secondary refrigerator and microwave. Wireless internet access available. Plenty of networking and cross-referral opportunities with colleagues who enjoy creating a relaxed and congenial professional atmosphere. Convenient to Routes 40, 29, 70 and 695. Contact Dr. Mike Boyle, 410-465-2509.

ELLIOT CITY
Large office with plenty of light through 2 large windows available. Six treatment rooms and large, well-equipped therapist office. Close to park and town. Contact: Jenniferplassnig@gmail.com or 410-677-5800.

BETHESDA OFFICE SUBLET
Sound-proof, welcoming one-office suite in great location. Has storage/kitchen area, waiting room and bathroom; elevator, FREE parking, close to Metro. Availability: Saturdays, Sundays. Also Wednesday mornings. 301.706-5567 or dmyrnatfrank@gmail.com.

ANNAPOLIS
Furnished office space available P/T or full time. Fax, copier, with included. Opportunities for referrals available. Contact: ec.iger@verizon.net.

CLINICAL SUPERVISION
Board Certified LCSW-C offering clinical supervision. 40 years of clinical experience working with adults with various diagnoses. Located in Montgomery County. Flexible hours and negotiable fee. Contact Frayda Penini LCSW-C 240 838-8362 fpenini@yahoo.com.

CLINICAL SUPERVISION
Experienced clinical supervision for all Licensure levels in Maryland, DC. Advanced supervision/coaching in supervision/management, co-occurring assessment and intervention, trauma/ICD-10, LGBTQ, and personal growth and spirituality. Contact emorliss@adac.com.

PSYCHIATRIST SERVICES
Psychiatrist centrally located in Howard County seeking collaboration with licensed therapist in private practice setting. I am accessible, friendly and creative. I return phone calls, work with adult individuals and incorporate family/father support network into treatment and engage in diagnostic/treatment formulations with therapists. I provide in-office or telehealth appointments for MD, DC and VA. Based on the size of your practice, potential to provide on-site services. Fee for service only. Please see www.beginnersmindpsychotherapy.com or contact me directly pjiene@me.com 410-262-5621.

CLINICAL SUPERVISION
Clinical Social Work Supervision by Board Certified LCSW-C with 25 years experience. Evening and weekends available in Rockville office. Contact Leslie M. Solomon, 301-424-1887 or email lmsicw@gmail.com. 5/1/20

CLINICAL SUPERVISION
Board approved supervisor, Wendy Pitts, LCSW-C has 20 years of clinical experience in a variety of settings. If you are in need of supervision hours, contact me at Wendy@GulingInsightLLC.com or visit my website, www.GulingInsightLLC.com.

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 booklet, Can You Win Your Social Security Disability Case? Order by calling my office at 410-527-1740 or go to my website: https://boards.greenhouse.io/.

PROFESSIONAL DEVELOPMENT

NTI TRAININGS
Enroll in National Adoption Competency Mental Health Training Initiative (NTI): Free web-based training with NASW approved CEUs! NTI training enables you to better address the mental health & developmental needs of children in foster, adoptive or guardianship families is ready for you! Enroll in NTI trainings for Child Welfare Professionals, Child Welfare Supervisors, and Mental Health Professionals. Join others from across the USA to “Advance Practice for Permanency and Well-Being”. Learn more: adoptionsupport.org.

For Rent
CATONSVILLE

ELLICOTT CITY
Full time (unfurnished) and part time (attractively furnished) offices in established, multi-disciplinary mental health suite. Ample parking and handicapped access. Expansive, welcoming waiting rooms with

THE MARYLAND SOCIAL WORKER SUMMER EDITION | 2020
The National Association of Social Workers works hard to keep social workers safe and prepared during public health emergencies, and beyond.

COVID-19 Advocacy
- Permanent telehealth flexibility
- PPE and hazard pay
- License portability
- Widespread economic relief

COVID-19 Resources
- Guidelines for reopening social work practices
- Disclosure responsibilities
- Informed consent forms for in-person clinical social work services
- Legal, ethics, and practice support

All year long, we provide vetted resources that support you and help you to achieve your professional and personal goals.

See the progress of our advocacy, find relevant resources, and join NASW at SocialWorkers.org/Here4You.

Questions?
Talk with your NASW Member Services team member. Call 800.742.4089 M-F, 9AM-9PM ET. Email membership@socialworkers.org.
WELCOME NEW MEMBERS!

APRIL 2020
Madeline Aikins
Stacey Atkins
Mary Okai Bryant
Kaitlin E. Carlson
Maria Cole
Nancy Miller Cook
Elisa A. Depradine
Anna Fiora
Jennifer Christine Foxworthy
Sabrina Marie Gelsinger-Rodorigo
Amber Gosser
Whitni Holland
Lukas E. Kassa
Santa Molina Marshall
Kiyana Willis
Robert Yanik

MAY 2020
Joseline Anne Araujo
Jenny Milena Bernal de Baker
Lauren E. Boone
Margo M. Bruner-Settles
Diana Cron
Guy Degraffenreidt
Julia Dowling
Michelle Louise Dudley
Kaitlyn Ecker
Benjamin Lee Eichberg
Carrie Etheridge
Hannah Friedemann
Jami Funk
Margaret Marie Glass
Shannon Haley

JUNE 2020
Meaghan Elizabeth Auchincloss
Shelby Bart
Holly Bassler
Amanda Benjamin
Jayme K. Brennerman
Randye S. Brittain
Samantha Kelli Chambers
Elizabeth Couser Brunone
Tyler Draxton
Erin Brooke Hill
Dana Hussein
Ashtyn Jacob
Wanda Jefferson-Walker
Anna Lee Koozmin
Louisa Lauffer
Julia Hartley Mason
Tolulope I. Moses
Melissa Murphy
Jeremiah ‘Tunde Odukoya
Kelly B. Pillard
Elizabeth Rosenberg
Jenette Scott
Jasmine Seymour
Ginger Shimek
Erick Jerome Sowell
Doug Starliper
Renee Stokes
Michelle Lynn Willis

Everyone Has a Story: Tell Us Yours!

Do you have ‘war stories’ from the field that you would like to share? The Maryland Social Worker is a good place to start. Members frequently tell us how much they would like to know what fellow social workers are experiencing. We welcome and encourage members to submit articles for publication. Articles should be directed to:

Jenni Williams - jwilliams.naswmd@socialworkers.org
Director of Communications and Continuing Education
NASW-MD Chapter
5750 Executive Dr. Suite 100 • Baltimore, MD 21228