

**16th Annual School Social Work VIRTUAL Conference
School Social Work from Six Feet Away – Or More!
2645**

Friday, October 16, 2020

8:30 a.m. – 1:00 p.m.

VIRTUAL EVENT

AGENDA

(4 CEUs)

Friday, October 16, 2020

8:00 a.m. – 8:30 a.m.

Registration, and check-in

8:30 a.m. - 9:30 a.m.

Keynote Presentation

Title: A Lamp, A Lifeboat, or a Ladder: A Call to Heal



Keynote Speaker: Lee Westgate, MBA, MSW, LCSW-C

Clinical Instructor, UMSSW and

National Director of Behavioral Health, AbsoluteCARE

Keynote Synopsis: In this moment our communities, schools, and our nation are facing unprecedented challenges. The way we live, work, and serve is being redefined by the minute. Each of us has likely stopped and stood and asked who we are and who we will become when our way of life is in absolute upheaval.

Perhaps we are asking ourselves the wrong sort of questions, and maybe it is more

important for us to reground in our *why*. Rumi once said, “Be a lamp, or a lifeboat, or a ladder. Help someone's soul heal. Walk out of your house like a shepherd.” Each of us as social workers, educators, and advocates do indeed have a higher purpose. In this moment we must intentionally lean on that purpose because our calling, after all, has remained the same.

Please join us for this opening keynote as we ground in our calling and purpose to serve and to heal.

9:30 - 9:45 - Break

9:45 am – 11:15 a.m.

FIRST SESSIONS (Choose 1)

Workshop A1

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



Gisele 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:

1. Distinguish the basic elements, concepts and terms concerning confidentiality and the restrictions and practice implications of the release of confidential information.
2. 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.
3. Identify the ethical issues of maintaining confidential behavioral health information in school settings and complicated by work practices in light of Covid 19.
4. Apply professional values and ethical concepts to workplace situations including the following issues: imminent harm, informed consent, duty to warn, and record keeping.
5. 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 B

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



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

LaShonda Godwin, MSW, LCSW-C

Adjunct Clinical Instructor, Faculty Liaison, Office of Field Education & Faculty Clinical Instructor, Family Connections Baltimore, University of

Maryland School of Social Work

Synopsis: COVID-19 and continued police brutality towards individuals of color has resulted in huge emotions and adversities experienced by students and their families since the start of virtual learning. During this time, schools continue to be a pivotal resource for school-aged children and their families supporting social and emotional safety and well-being. The following workshop will address trauma-responsive approaches, utilizing a racial justice lens, to partner with children and their families to process their adverse experiences.

Learning Objectives: After attending this workshop, participants will:

1. 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.
2. Process core components of childhood trauma and strengthen their knowledge of trauma-responsive intervention strategies with children and families.
3. Engage in case conceptualization applying tools and strategies to case scenarios.

11:15 a.m. – 11:30 a.m. – Break

11:30 a.m. – 1:00 p.m.

SECOND SESSIONS (Choose 1)

Workshop A2

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



Gisele 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:

1. Distinguish the basic elements, concepts and terms concerning confidentiality and the restrictions and practice implications of the release of confidential information.
2. 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.
3. Identify the ethical issues of maintaining confidential behavioral health information in school settings and complicated by work practices in light of COVID-19.
4. Apply professional values and ethical concepts to workplace situations including the following issues: imminent harm, informed consent, duty to warn, and record keeping.
5. 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

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



Presenters: Shantay McKinily, 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 many others. We will discuss how restorative practices and trauma-responsive strategies can create structures and build communities in the virtual environment, when we return to school buildings, and in the transitional spaces in between.

Learning Objectives: Participants will:

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

Cost: Members: \$40.00; Non-Members: \$50.00

Groups (over 5): \$40/per person*

***Group registration must be mailed to:**

NASW-MD Chapter| 5750 Executive Drive| Suite 100| Baltimore, MD 21228

[CLICK HERE TO REGISTER NOW](#)