Registrations are accepted online, by telephone, mail, or fax, and may be completed using MasterCard, Visa, Discover, or American Express. Checks made payable to the Regents of the University of Michigan are also accepted.

Online Registration: www.ssw.umich.edu/programs/ce
Telephone: 734.763.5723
Fax: 734.763.3372
Mailing Address: Office of Continuing Professional Education
University of Michigan School of Social Work
1080 South University, Box 147
Ann Arbor, MI 48109-1106

Fees include registration, social work continuing education contact hours (CECHs), and materials; text books may not be included.

U-M SSW field instructors receive a 50% discount up to $200 per year. If you are a current, active field instructor, please be certain to indicate as such on your registration.

Confirmation of registration will be emailed to you within three business days of receipt. Please be sure to provide your email address, or contact the Office of Continuing Professional Education to check the status of your registration.

Cancellations must be made at least seven days prior to the start of the session in order to receive a 75% refund. All other cancellations are non-refundable. Information about our policy is available at http://ssw.umich.edu/programs/ce/register.html.

Verifications of attendance will provided at the conclusion of the program.

Directions can be found at http://www.ssw.umich.edu/contact/directions.html. Or, to use the Campus Information Centers’ “Direction Finder” visit http://uuis.umich.edu/cic/directions/index.cfm.

Parking on campus is at a premium. You are encouraged to allow for an extra 15-20 minutes ensuring an on-time arrival to your workshop. Parking expenses are not included in the cost of the program. Information on parking is available at http://www.a2dda.org/parking_transportation/parking_options/.

For your comfort, it is recommended that you dress in layers to accommodate the fluctuation of classroom temperatures.

Continental breakfast is provided for day-long workshops; all other snacks and meals are on your own.

Workshops are brief, intensive educational programs focuses on imparting knowledge, techniques, and skills in a particular field.

Mini-courses are intensive, skill-based courses for individuals interested in studying, in-depth, an intervention or skill set relevant to a particular area of social work practice. Mini-courses offer an integrated learning environment for current graduate-level MSW students as well as community professionals.

Certificate programs are a series of courses in a designated area, which, upon completion, offer a document certifying that the requirements of that particular discipline have been fulfilled as outlined by the University of Michigan School of Social Work.

Institutes are intensive, skill-based programs for individuals interested in studying, in dept, an intervention or skill set relevant to a particular area of social work practice. Institutes are for community professionals.

For more information, email ssw.conted@umich.edu or call 734.763.5723
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Building Healthy, Strong Communities
A professional development program presented by the University of Michigan School of Social Work Office of Development and Alumni Relations, the Alumni Board of Governors, and the Office of Continuing Professional Education.

Tuesday, October 18
8:00 am - 5:00 pm
Join alumni and other community professionals at this annual conference, and earn up to seven continuing education contact hours, including hours in ethics and in pain.

We’re Coming to You...
Join Dean Laura Lein and others from the University of Michigan School of Social Work for continuing education and networking opportunities.

Troy
When: Monday, May 23
Presenter: Mary Ruffolo, PhD
Skill: All levels
Practice: Clinical
Fee: $20.00
CECHs: 2

Traverse City
When: Tuesday, June 28
Presenter: John Tropman, PhD
Skill: All levels
Practice: Macro
Fee: $20.00
CECHs: 2

Lansing
When: Wednesday, May 25
Presenter: Kathleen Coulborn Faller, PhD
Skill: All levels
Practice: Clinical
Fee: $20.00
CECHs: 2

Grand Rapids
When: Wednesday, June 29
Presenter: John Tropman, PhD
Skill: All levels
Practice: Macro
Fee: $20.00
CECHs: 2

2:00 pm - 4:00 pm
Continuing Education
4:00 pm - 5:00 pm
Futures of Social Work
5:00 pm - 7:00 pm
Reception

For more information, www.ssw.umich.edu/programs/ce
Immigration, Human Rights and Social Justice: What Social Workers Need to Know and Can Do

This institute will focus on the personal and community impact of public immigration policy, and will address the strategy of enforcement for undocumented immigrants at the border. Participants will gain an understanding of the root causes for the influx of undocumented workers in the United States, and the impact of current immigration enforcement strategy on institutions, communities, families and children. Discussion will be enhanced by case examples in Michigan emerging from local community organizing efforts to respond to the effects of local and federal immigration enforcement efforts. The intersection of immigration with child welfare, schools, criminal justice and other systems of concern to social workers will also be explored.

Upon completion, participants will be able to:

- Understand at least three issues pertaining to undocumented immigration from a social justice perspective
- Gain a general understanding of US immigration enforcement policies and strategies
- Be able to analyze the economic, social and health impacts of enforcement on individuals, families and communities
- Understand at least three complications that emerge as immigration enforcement intersects with other institutions of concern, including child welfare, schools, and health systems

Multidisciplinary Institute on Child Sexual Abuse: Assessment & Intervention

This state-of-the-art, evidence-based institute advocates a child-focused approach to assessment and intervention. Participants will gain an understanding of how the child-focused approach assists professionals in synthesizing background information, psychosocial assessment findings, psychological testing, and medical examination findings that result in comprehensive evaluations and recommendations. In addition, participants will learn how to use psychosocial assessment guidelines as tools for collecting essential information in forensic interviews. Participants will learn how to conduct assessments using guidelines of both non-offending caretakers and alleged offenders, and will also learn about forensic and clinical assessment of children who are alleged victims. This institute incorporates principles of cultural humility.

Upon completion, participants will be able to:

- Utilize increased skills and knowledge about child sexual abuse assessment and intervention
- Impart information about an ethical and a child-centered approach to assessment and intervention in child sexual abuse
- Comprehend the role of the medical exam in sexual abuse cases
- Communicate possible medical findings and their limitations
The Anicare Approach: Interrupting the Cycle of Violence

Over the past two decades, a growing body of empirical research has documented an association between violence toward humans and animal abuse: animal abuse more often occurs in families where there is also spousal, child, or elder abuse. The AniCare Approach is an important tool for interrupting the cycle of violence in which animal abuse repeats or co-occurs with violence against humans, and is based on cognitive behavioral and psychodynamic theories.

Thursday, May 12, 2011—AniCare (Adult)
Based on well-established and validated interventions for perpetrators of domestic violence, AniCare (Adult) emphasizes client accountability, emotional intelligence, and interpersonal skills. It also specifically addresses the common but recalcitrant problem of hoarding. (7 SW CECHs)

Friday, May 13, 2011—AniCare (Child)
Based on adaptations of validated interventions for juvenile conduct and related disorders, AniCare (Child) uses drawings, puppet play, and stories to teach empathy and self-management skills. (7 SW CECHs)

Upon completion, participants will be able to:
- Understand the relation between animal abuse and other forms of abuse
- Identify the range of animal abuse behaviors
- Conduct an evaluation of animal abuse
- Understand treatment principles and concrete interventions

Instructor:
Kenneth Shapiro

When:
Thursday May 12 and/or
Friday, May 13
8:30 am to 4:30 pm
(registration begins at 8:15 am)

Location:
University of Michigan
School of Social Work
Room: 1840 (ECC)

Practice:
Clinical

Skill Level:
All levels

Fee: $155.00 per day OR $280.00 both days

CECHs: 7 per day

For more information or to register, www.ssw.umich.edu/programs/ce
Mini-Courses

This mini-course will provide an overview to trauma treatment for the individual. Assessment will include evaluation of individual strengths, how the individual has coped through different developmental stages, the individual’s present coping skills, ways of creating relationships with others and gaining support from others. Self-regulation and self-soothing techniques are evaluated including presentation of post-traumatic stress disorder in individuals, individual methods of emotion regulation and settling down emotions, ability to stay present in activities, meaning of spirituality or religion, connection to physical body, and impact of shame on the individual.

**Instructor:** Sallie Foley  
**When:**  
Wednesday and Thursday,  
May 11 & 12  
8:30 am to 4:30 pm  
(registration begins at 8:15 am)  
**Location:**  
University of Michigan  
School of Social Work  
Room: 3816  
**Practice:**  
Clinical  
**Skill Level:** Beginner or Refresher  
**Fee:** $240.00  
**CECHs:** 14

**Current Treatment for Trauma Survivors**

Upon completion, participants will be able to:
- Learn DSM IV-TR understanding of post traumatic stress disorder
- Gain skills in evaluating two common presenting problems for the survivor of trauma
- Gain skills in developing a treatment plan for the survivor of trauma
- Learn two interventions useful in short-term treatment of trauma survivors

**Instructor:** Stefanie Sinks  
**When:**  
Thursday and Friday,  
May 19 & 20  
8:30 am to 4:30 pm  
(registration begins at 8:15 am)  
**Location:**  
University of Michigan  
School of Social Work  
Room: 3816  
**Practice:**  
Clinical  
**Skill Level:** Beginner or Refresher  
**Fee:** $240.00  
**CECHs:** 14

**Working with Individuals with Dementia and Their Families**

This mini-course introduces students to the world of dementia care for older adults and family caregivers. Demographic data regarding incidence of dementia in all ethnic/racial and socioeconomic groups will frame examination of intervention research with individuals with dementia and family caregivers. This course will include an overview of the most common causes of dementia in older adults, with a particular focus on the progression of Alzheimer’s disease. Research-based interventions will be examined for early, middle, and late stage dementia, both for the individual and family caregivers. The instructor will introduce observational and assessment tools for both populations and discuss their use in practice.

Upon completion, participants will be able to:
- Discuss the major causes of dementia in older adults
- Understand the progression of Alzheimer’s disease
- Demonstrate effective ways of assessing and working with individuals with dementia
- Offer examples of caregiving issues at each stage of dementia

**Instructor:**  
**When:**  
**Location:**  
**Practice:**  
**Skill Level:** Beginner or Refresher  
**Fee:** $240.00  
**CECHs:** 14
Basic Skills for Dialectical Behavior Therapy

**Instructor:**
Elizabeth Haas

**When:**
Friday and Saturday,
May 20 & 21
8:30 am to 4:30 pm
(registration begins at 8:15 am)

**Location:**
University of Michigan
School of Social Work
Room: 3752

**Practice:**
Clinical

**Skill Level:**
Beginner or Refresher

**Fee:** $240.00

**CECHs:** 14

Dialectical Behavior Therapy (DBT) is an empirically supported treatment for individuals with severe emotional regulation problems. Part of the treatment consists of teaching individuals specific skill sets in mindfulness, interpersonal effectiveness, emotional regulation, and crisis management. Participants will learn an overview of these skills and how to integrate these skills into their clinical practice in group and individual therapy settings.

**Upon completion, participants will be able to:**
- Discuss the DBT research for different populations
- Understand the diagnosis of Borderline Personality Disorder and the biosocial theory underlying the diagnosis in DBT
- Explain how dialectics are used in DBT
- Understand the four modules of skills in DBT (Core Mindfulness, Interpersonal Effectiveness, Emotion Regulation, and Distress Tolerance)
- Conduct Behavioral Chain Analyses

Theory and Practice of Infant Mental Health

**Instructor:**
Julie Ribaudo

**When:**
Thursday and Friday,
June 2 & 3
8:30 am to 4:30 pm
(registration begins at 8:15 am)

**Location:**
University of Michigan
School of Social Work
Room: 3816

**Practice:**
Clinical

**Skill Level:**
Beginner or Refresher

**Fee:** $240.00

**CECHs:** 14

This course will examine the principles of early intervention with families of infants and young children. Using attachment theory as a foundation, we will examine best practices in supporting early developing relationships between infants and young children and their caregivers. Special attention will be given to understanding the processes through which practitioners can promote infant well-being and expand parenting capacity to nurture and protect their children.

**Upon completion, participants will be able to:**
- Understand theories of the relationship between early parent-infant interaction and subsequent development
- Realize consequences of failures or disruptions of the attachment process for both parent and child
- Comprehend strategies for effective intervention to strengthen early attachment
- Recognize transference and countertransference issues pertinent to infant mental health work
A growing body of research documents the importance of the relationship between humans and animals, ranging from significance of companion animals and the need for social support for bereaved pet owners to the relationship between animal abuse and child abuse, domestic violence, and elder abuse. In addition, the therapeutic benefits of animals are well-established; and pet-facilitated therapy is highly consistent with classic social work approaches to problem-solving and promoting optimal adjustment between the client and his/her environment. This course will provide an overview of the relationship between humans and animals; health and mental health benefits over the life course; pet-facilitated psychotherapy and the use of service animals; animal abuse and its relationship to domestic violence; and ethical issues and controversies.

Upon completion, participants will be able to:
- Describe and diagram the pathogenesis of HIV/AIDS
- Explain current and predict future country-specific and global incidence and prevalence of HIV/AIDS using social epidemiology models
- Apply a model of empirically-based research strategies and procedures
- Locate, assess, and use sources for empirically based best practice prevention focused interventions for HIV/AIDS at individual, social, and structural factor levels
- Identify the health and mental health benefits of companion animals over the life course, including their documented role in promoting physical and psychological health among children and the elderly
- Assess the attachment between clients and their pets
- Provide appropriate support to clients experiencing the loss of a pet
- Describe issues relating to animal-assisted interventions, including pet-facilitated therapy and service animals (indications for, potential benefits of, and potential risks)
- Describe at least one current approach to the assessment of animal abusers

Instructor: Kristine Siefert
When: Wednesdays, June 15 & 22
8:30 am to 4:30 pm
(registration begins at 8:15 am)
Location: University of Michigan School of Social Work Room: 3816
Practice: Clinical
Skill Level: Beginner or Refresher
Fee: $240.00
CECHs: 14
Understanding Diversity and Social Justice through Dialogue

Instructor: Naomi Warren
When: Thursdays, June 30 & July 7
8:30 am to 4:30 pm [registration begins at 8:15 am]
Location: University of Michigan
School of Social Work
Room: 3816
Practice: Macro
Skill Level: Beginner or Refresher
Fee: $240.00
CECHs: 14

This course is designed to increase students’ awareness, knowledge, and understanding of issues related to diversity and social justice, including race, ethnicity, class, gender, religion, sexual orientation, age, ability status, and the intersections between these social identity groups. Students will gain an understanding of dialogue as a method for peacefully resolving conflict that may emerge due to cultural misunderstandings or oppressive dynamics, as well as skills for effectively engaging in dialogue. The topics of this course include social identity development; difference and dominance and the nature of social oppression; our personal and interpersonal connections to power, privilege, and oppression; understanding and resolving conflicts or resistance; the process of dialogue and coalition building across differences; and its applications in multicultural social work settings.

Upon completion, participants will be able to:
- Demonstrate personal dialoguing skills around issues of multiculturalism and oppression
- Demonstrate knowledge of multiple identities and the diversity within identities
- Understand dynamics of difference and dominance
- Work on ongoing development of critical consciousness and understanding its implications for social work practice

Geographic Information Systems (GIS) for Social Workers

Instructor: Larry Gant
When: Thursdays, July 14 & 21
8:30 am to 4:30 pm [registration begins at 8:15 am]
Location: University of Michigan
School of Social Work
Room: 3752
Practice: Macro
Skill Level: Beginner or Refresher
Fee: $240.00
CECHs: 14

The goal of the GIS mini-course is to provide a general introduction to the use of GIS software for social work practice. Students will learn the basics of practical mapping of data and information using a range of GIS software, as well as the basic strategies of securing data, map images, and integration of maps and data to create single and multi-layered data maps. Students will be presented with real time applications of this mapped information in clinical and community practice.

Upon completion, participants will be able to:
- Describe the theory and practice behind the use of GIS
- Identify, create and import databases, information spreadsheets, maps, and images into a GIS
- Produce a variety of data maps using several basic GIS packages
- Describe the strengths and limitations of GIS mapping applications
This mini-course will provide an overview to trauma treatment for the individual. Assessment will include evaluation of individual strengths, how the individual has coped through different developmental stages, the individual’s present coping skills, ways of creating relationships with others and gaining support from others. Self-regulation and self-soothing techniques are evaluated including presentation of post-traumatic stress disorder in individuals, individual methods of emotion regulation and settling down emotions, ability to stay present in activities, meaning of spirituality or religion, connection to physical body, and impact of shame on the individual.

Upon completion, participants will be able to:

- Learn DSM IV-TR understanding of post traumatic stress disorder
- Gain skills in evaluating two common presenting problems for the survivor of trauma
- Gain skills in developing a treatment plan for the survivor of trauma
- Learn two interventions useful in short-term treatment of trauma survivors

Instructor: Sallie Foley

When: Wednesdays, July 20 & 27
8:30 am to 4:30 pm
(registration begins at 8:15 am)

Location: University of Michigan School of Social Work Room: 3816

Practice: Clinical

Skill Level: Beginner or Refresher

Fee: $240.00

CECHs: 14

Register Online

www.ssw.umich.edu/programs/ce
The University of Michigan Sexual Health Certificate (UMSHC), offered in partnership by the University of Michigan School of Social Work Office of Continuing Professional Education and the University of Michigan Health System Center for Sexual Health, provides comprehensive education and training to professionals interested in the field of sexual health. It promotes an educational basis that is essential for the training of professionals as sexuality educators, sexuality counselors, and sex therapists. The 20-month certificate program utilizes American Association of Sexuality Educators Counselors and Therapists (AASECT) - recommended standards of learning including six courses (90 hours) in sexuality education, a specialized values training called the Sexual Attitude Reassessment (SAR), and additional hours of training specific to certification credentials in sexuality educator, sexuality counselor, and sex therapist. At the conclusion of the program, participants receive a certificate indicating successful completion of the University of Michigan Sexual Health Program; participants do not receive AASECT certification.

For more information or to download an application
www.ssw.umich.edu/programs/ce/UMSHC/
School Social Worker Certificate

The School Social Worker Certificate (SSWC), offered by the University of Michigan School of Social Work Office of Continuing Professional Education, provides comprehensive education to social work professionals interested in practicing as a school social worker in the state of Michigan. The SSWC is designed for post-MSW’s who have completed at least 500 hours of direct social work practice with children, youth, and/or families either as part of their MSW field placement or as post-MSW supervised practice hours.

School Social Worker Refresher Course

This four-day seminar will focus on best practices in school social work. This course will focus on Functional Behavioral Analysis and Behavioral Intervention Plans now required by the IDEA special education law; incorporating the use of therapeutic adventure in assessment and intervention plans for students; and a review and update in all areas of school social work approval, including psychological testing in school social work, mental health and mental disorders in children and youth, and the status of social work in schools.

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<th>Instructors:</th>
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<tr>
<td>Steve Foley</td>
<td>Saturdays and Sundays,</td>
<td>University of Michigan</td>
<td>Clinical</td>
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<td>Patricia Metz</td>
<td>May 14, 15, 21 &amp; 22 9:00 am to</td>
<td>School of Social Work Room:</td>
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<td>Beth Sherman</td>
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<td>Gary Stauffer</td>
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Psychological Testing

This course will cover a range of types of testing including cognitive, learning, projective, rating scales, and behavioral assessment approaches. In addition to formal psychological testing, the course will also discuss an array of assessment approaches that are relevant to serving as a school social worker. Because SW 614 fulfills a requirement for eligibility to become a school social worker, the primary emphasis of this course will be on learning testing and assessment information that will be useful in working in the public schools as a school social worker.

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<td>Clinical</td>
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Mental Health and Mental Disabilities in Children and Youth

This course will present the state-of-the-art knowledge and research on mental disorders of children and youth, as well as factors that promote mental health and prevent mental disorders in children and youth. Biopsychosocial theories of resiliency, coping, etiology, the impact of mental health disorders on children and family members, and the relationship of ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation to mental disorders will be examined. Classification systems of child and youth functioning and disorders will be presented such as the Diagnostic and Statistical Manual of Mental Disorders-Fourth Edition (DSM-IV), International Classification of Diseases-10th Edition -(ICD-X), and 0-3 Diagnostic System of the National Center for Infants, Toddlers, and Families. The impact of labeling and stigma will be explored in order to develop critical thinking about how mental disorders of children and youth are conceptualized.

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<td>University of Michigan</td>
<td>Clinical</td>
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For more information

www.ssw.umich.edu/programs/ce/schools/
Abigail Eiler, LLMSW, is the clinic coordinator with the University of Michigan School of Social Work Family Assessment Clinic. Prior to joining the Family Assessment Clinic staff, she worked as a therapist in the juvenile justice system, family support services and with children and families with attachment and trauma history. While completing her MSW, Abigail was honored as a Child Welfare Fellow under the supervision of Dr. Kathleen Coulborn Faller and Mary Ortega, LMSW.

Kathleen Coulborn Faller, PhD, ACSW, DCSW, is the Marion Elizabeth Blue Professor of Children and Families at the University of Michigan School of Social Work, where she has been a faculty member since 1977. She is also the director of the Family Assessment Clinic, a multidisciplinary team that evaluates complex child maltreatment cases, conducts case record reviews, and provides treatment.

Sallie Foley, LMSW, is an AASECT certified sex therapist, sex educator, and sex therapy supervisor. She is director of the Center for Sexual Health at University of Michigan Health Systems and has a private practice in psychotherapy and consultation in Ann Arbor. Her clinical work and teaching address issues of psychological development, treatment of sexual dysfunction, and therapies for bereavement and traumatic loss. Her research is focused on sexual health and chronic illness.

Steve Foley, PhD, LMSW, currently serves as a school psychologist for the Plymouth-Canton Community Schools and maintains a private practice in Ann Arbor. He has worked in private outpatient clinics, the University of Michigan child and adolescent inpatient hospital, and also served for 21 years as a school social worker before becoming a school psychologist.

Professor Larry Gant’s research focuses on program evaluation of small and moderate-size human service and social action organizations in urban communities; the creation, implementation, and evaluation of community-based health promotion initiatives in the areas of early childhood development, substance abuse prevention, sexually transmitted diseases, and HIV/AIDS; the implementation and evaluation of community information technology centers; the creation, implementation, and evaluation of community-based high speed wireless access initiatives and the study of urban comprehensive community-based initiatives.

Elizabeth Haas, LMSW, ACSW, is a psychiatric social worker in the Substance Abuse and Primary Care Mental Health Clinics at the VA hospital in Ann Arbor, where she practices group and individual therapy focusing on dialectical behavioral therapy, sex therapy, cognitive behavior therapy (CBT), motivational interviewing, CBT for insomnia, and CBT for chronic pain. Her research in CBT for chronic pain has resulted in coauthoring the journal article “Treating Chronic Pain in Veterans Presenting to Addictions Treatment Program” (Cognitive Behavioral Practice, 2009).

Jim Henry, PhD, is a professor at Western Michigan University School of Social Work, and project director of the Southwest Michigan Children’s Trauma Assessment Center (CTAC). He is the principal investigator in two SAMHSA National Child Traumatic Stress Initiative grants and the principal investigator in a federal SAFE START Initiative for young children exposed to violence. He is a coauthor of a book, Seeking Justice, which explores best models of system intervention in child sexual abuse.

Sam Holtz, JD, is an assistant prosecuting attorney with the Washtenaw County Prosecutor’s Office. For many years, Mr. Holtz worked exclusively prosecuting domestic violence, child abuse, and sexual assault cases, with the majority of the sexual assault cases involving child victims. Mr. Holtz has extensive trial experience in these areas ranging from misdemeanor child abuse to homicides. Mr. Holtz also serves on the Board of Directors of the Washtenaw Area Counsel for Children.

Patricia Metz, LMSW-CM, and holder of the national school social work credential, is a retired school social worker from the Detroit Public Schools. Since retirement she has taught the required school social work courses at Wayne State University, the University of Michigan and Eastern Michigan University. In addition, she has been an active member of the Michigan Association of School Social Workers.

Bethany Mohr, MD, is a clinical assistant professor with the Department of Pediatrics and Communicable Diseases at the University of Michigan Health System. Dr. Mohr’s clinical interests include child maltreatment, child abuse, forensic pediatrics, and other special health care needs, and her research interests include abusive head trauma in neonates and infants. In addition, Dr. Mohr has served as an appointed member of a state child abuse death review team, a child protection team medical director, and as a member of a mental health subcommittee for a state Supreme Court.

Robert Ortega, PhD, MSW, has been on the University of Michigan School of Social Work faculty since 1991. He teaches foundation and advanced interpersonal practice courses and is a clinical consultant to the School’s Family Assessment Clinic. Professor Ortega conducts research in the areas of mental health and child welfare, relationship development, group work practice, treatment interventions, and service utilization, and has presented and written extensively on these topics, with a special focus on diversity and multiculturalism in research and practice.
Instructors

Mary Ortega, MSW, is works with the University of Michigan School of Social Work Family Assessment Clinic, offering forensic assessments and clinical services to children who have experienced physical abuse, sexual abuse, and/or neglect, and their families.

Julie Ribaudo, LMSW, is a clinical assistant professor at the University of Michigan School of Social Work. She has focused her clinical work on parent-infant relationships; support to teachers and caregivers of challenging infants, toddlers, and children; assessment and treatment of abused and/or neglected infants, toddlers, and young children; and infants, toddlers, and young children in foster care and post-adoption.

Laura Sanders, LMSW, has been an adjunct instructor at University of Michigan School of Social Work since 1996. In addition to treating children and families who have been traumatized, she has co-founded a grassroots organization, the Washtenaw Interfaith Coalition for Immigrant Rights (WICR), that responds to immigration enforcement actions and advocates for immigration reform.

Vivek Sankaran, JD, is a clinical assistant professor of law in the Child Advocacy Law Clinic. Professor Sankaran’s research and policy interests center on improving outcomes for children in child abuse and neglect cases by empowering parents and strengthening due process protections in the child welfare system.

Kenneth Shapiro, PhD, is the cofounder and executive director of Animals and Society Institute; founder and editor of Society and Animals: Journal of Human-Animal Studies; cofounder and coeditor of Journal of Applied Animal Welfare Science; and founding editor of Brill Human-Animal Studies Book Series. He currently directs the ASI AniCare program, a psychological assessment and treatment approach for juveniles and adults who abuse animals. In addition, he is the author of three books, most recently -- Animal Models of Human Psychology: Critique of Science, Ethics and Policy.

Beth Sherman, LMSW, is a clinical assistant professor at the University of Michigan School of Social Work. As an outpatient therapist, clinical supervisor, prevention program developer, and school social worker, she has provided social work services within multiple mental health, educational, and child welfare arenas. With a particular commitment to prevention services, she has developed programs for children of parents with mental illness and children at risk of being expelled from preschool. As an instructor, her focus has been on teaching relevant, best practice, knowledge-based social work theory and techniques.

Kristine Siefert, PhD, MPH, ACSW, is the Edith S. Gomberg Collegiate Professor of Social Work at the University of Michigan. Her research focuses on social and environmental factors influencing health and mental health and on preventive intervention. Acynieth Swain Gant, MSW, LMSW, is an advanced generalist practitioner whose social work practice focuses on health and wellness promotion. She is trained in pet loss support group facilitation and on preventive intervention. Acynieth Swain Gant, MSW, LMSW, is an advanced generalist practitioner whose social work practice focuses on health and wellness promotion. She is trained in pet loss support group facilitation and on preventive intervention. Acynieth Swain Gant, MSW, LMSW, is an advanced generalist practitioner whose social work practice focuses on health and wellness promotion. She is trained in pet loss support group facilitation and on preventive intervention.

Gary Stauffer, LMSW, has worked in direct practice with children and youth in clinical and school settings for over 30 years. He is currently employed as a school social worker by the Monroe County Intermediate School District where he runs an adventure-based counseling program and works with students who have emotional and developmental disabilities. Mr. Stauffer also consults and offers training in the area of adventure-based counseling through a private business, Adventure in Training, Inc.

Frank E. Vandervort, JD, is a clinical assistant professor of Law at the University of Michigan Law School, where he teaches in the Child Advocacy Law Clinic, the Juvenile Justice Clinic and a doctrinal course in Juvenile Justice. He has extensive experience representing children in protection, delinquency, guardianship and custody proceedings. Professor Vandervort is the legal consultant to the University of Michigan School of Social Work’s Family Assessment Clinic, and is currently a consultant to the Trauma Informed Child Welfare System Reform program.

Naomi Warren MSW, JD, is a research assistant at the University of Michigan’s Program on Intergroup Relations and program coordinator for Intergroup, a high school-based intergroup dialogue project currently operating in four high schools in the Ann Arbor/Ypsilanti area. Naomi was trained as an intergroup dialogue facilitator in the summer of 2005, and has since facilitated numerous dialogues. In addition, she has co-taught courses on intergroup dialogue at the University of Michigan School of Social Work.
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Parking near the School of Social Work can be challenging at times. Participants are encouraged to allow for an extra 15-20 minutes to find parking.

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- The nearest public parking structure is on S. Forest Street - two blocks east of the School of Social Work.
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Please be advised that the city of Ann Arbor does NOT allow for continuous meter feeding. As such, you are advised to move your vehicle once your allotted time has expired in order to avoid being ticketed.

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For additional information about parking, http://www.a2dda.org/parking_transportation/parking_options/

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