

PROFESSIONAL DEVELOPMENT
for **SCHOOL-BASED**
MENTAL HEALTH
PRACTITIONERS

2009–2011





ABOUT THE FAMILY AND SCHOOL PARTNERSHIPS PROGRAM

The Family and School Partnerships Program (FSPP) at Loyola University Chicago is the only professional development program of its kind in the Midwest. The program is designed to meet the needs of busy, school-based professionals so that they may better assist students in their academic and psychosocial development.

The FSPP mission is to focus on the training needs of professionals working in both urban and suburban districts. Consultation group leaders have decades of experience in Chicago Public Schools and/or suburban school districts. Participants may choose which areas of expertise best meet their training needs. Courses, workshops, and presentations are carefully designed to meet the needs of professionals in both urban and suburban school settings.

Participants in the program learn an integrated, whole-school approach to school-based practice. This approach stresses thoughtful clinical assessment and intervention, while strengthening the systems in which students function. It emphasizes leadership, team building, and collaboration among all members of the school and the larger community. Participants gain practical knowledge and skills, both remedial and preventive rooted in the best available school-based clinical and intervention evidence, to help students overcome obstacles to academic success and achieve healthy psychological development.



TABLE OF CONTENTS

**p.5 2009 THREE-DAY SUMMER INSTITUTE
“BROADENING YOUR CLINICAL PERSPECTIVE”**
Participants will learn about new ways of thinking about their school practice, new research on Social-emotional Learning (SEL), innovative ways to build resilience in students, interventions that help students exposed to violence, and the legal and ethical implications of working with at-risk students.

p.8 SUMMER INSTITUTE FACULTY

p. 10 2009–11 CERTIFICATE IN ADVANCED PRACTICE IN SCHOOLS (CAPS)
Through collaborative workshops, discussions, institutes, and online classes, the multi-faceted CAPS program teaches participants an array of skills and techniques to augment their success in their school practice.
Application Deadline: August 7, 2009

p. 16 2009–10 SPECIAL TRAINING IN SFTB/WOWW
Participants will learn about Working on What Works (WOWW) and Solution-focused Brief Therapy and how these innovative techniques can be adapted in their schools. Also offered are direct consultation opportunities to help schools recognize and build upon their strengths.

p.17 FSPP FACULTY

p.18 PROGRAM COSTS AND REGISTRATION INFORMATION

p.19 REGISTRATION FORM

WEDNESDAY, JULY 22–FRIDAY, JULY 24

THE FOURTH ANNUAL SUMMER INSTITUTE FOR SCHOOL-BASED MENTAL HEALTH PROFESSIONALS

WATER TOWER CAMPUS • 820 N. MICHIGAN AVENUE

At the 2009 Summer Institute, participants will learn new ways of thinking about their school practice, hear about new research on Social-emotional Learning (SEL), discover innovative ways to build resilience in students, find out about interventions that help students respond to violence, learn from an expert on school law about legal and ethical implications of working with students at risk, and more. Participants will be inspired by new ideas and new connections with colleagues and will be energized to begin the school year.

- This program is intended for school social workers, psychologists, counselors, teachers, school nurses, and school administrators.
- For attending the three-day institute, participants will earn 20 CEUs or the equivalent number of CPDUs.
- Contact Wendy Bednarz at 312.915.7016 for information on special rates in one of Chicago’s most charming boutique hotels.
- Learn more at LUC.edu/socialwork/fsppsummer



Broadening Your Clinical Perspective

JULY 22-24 • WATER TOWER CAMPUS • 820 N. MICHIGAN AVENUE

9 AM-NOON	NOON-1 PM	1-4:30 PM
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JULY
22

WEDNESDAY

BROADENING YOUR CLINICAL PERSPECTIVE

Presenter: Andy Frey, PhD • Response: Michael Kelly, LCSW, PhD

Dr. Frey's landmark 2005 article, "A Broader Conceptual Approach to Clinical Practice for the 21st Century," has formed the basis for an innovative approach to school-based practice. During this dynamic presentation, Dr. Frey will discuss this approach and how it can be adapted to present day school-based practice. Dr. Kelly will respond and a question-and-answer session will follow.

Networking lunch

(12:15-12:45 p.m.)

Address on Resilience: Building It and Sustaining It in Yourself and Your Students (Michelle Adler-Morrison, LCSW)

SOCIAL-EMOTIONAL LEARNING: ITS NATURE, ASSESSMENT, AND INTERVENTIONS

Presenter: Meryl Lipton, MD, PhD

Sociability in children can be a predictor of mental health and or academic success. Dr. Lipton's presentation will explore the processes that underlie sociability, consider assessment strategies, and discuss ways to enhance children's social development.

JULY
23

THURSDAY

RESPONSE TO VIOLENCE IN THE SCHOOLS: A NEW RESEARCH STUDY

Presenters: Tom Kenemore, PhD, Kimberly Mann, PhD, Patricia Steinhaus, PhD

Drs. Kenemore, Mann, and Steinhaus will discuss a study focusing on inner city school personnel's response to children's exposure to violence. The study's findings include perceived pervasiveness and normalization of violence within the schools and communities, the challenging socio-political context in which school personnel work, how personnel creatively help traumatized students, and the importance of teamwork in changing students and the school system. Practice and policy implications will also be explored.

Lunch on your own

CHILDREN AT RISK: ABUSE, NEGLECT, AND SELF-HARM—LEGAL AND ETHICAL IMPLICATIONS

Presenter: Matthew Cohen, JD

Mr. Cohen will address what school social workers need to know about their responsibilities when children are at risk. Situations commonly faced by school social workers from a legal and ethical perspective will also be examined.

JULY
24

FRIDAY

SAFETY, GROWTH, AND IDENTITY: MEETING THE NEEDS OF LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUESTIONING YOUTH

Presenter: Tina Lee, LMFT

Ms. Lee will explore how negotiating an LGBTQ identity poses unique challenges for young people and necessitates a distinct body of knowledge for the professionals working with them. Ms. Lee will discuss the obstacles faced by LGBTQ youth, strategies for creating safety, and practical interventions. She will also present a gay-affirmative model for clinical practice.

Networking lunch

Resource Fair: Learn about local community resources relevant to school-based practices.

SERVICE-LEARNING: A WAY TO BRIDGE SOCIOECONOMIC/CULTURAL BARRIERS AND BUILD RESILIENCE

Presenters: Ronda Franks, Susan Zolin, Suzanne Greenwald, Evelyn Roman Santos

This multi-faceted, three-part discussion will explore how service-learning can help build independence, self-esteem, cross-cultural relationships, resilience, and problem-solving skills.

Summer Institute faculty

MICHELLE ADLER-MORRISON, MSW, LCSW

Chief Program Officer, Youth Guidance, FSPP Faculty

MATTHEW COHEN, JD

Chair, Special Education Committee of the IL Attorney General's Advisory Council on Disability Rights; Adjunct Professor at Loyola University Chicago School of Law

Mr. Cohen is a nationally recognized expert in special education law and mental health law. He has been the principal litigator in several special education cases and has been the primary or collaborating author of several amendments to the mental health and special education laws in Illinois. He serves as legal commentator for LD Online, and maintains a private law practice in Chicago.

RONDA FRANKS, AM, MAT, and SUSAN ZOLIN, MEd

Language arts and social studies teachers at Springman Middle School in Glenview

Ms. Franks and Ms. Zolin have presented nationally on the award-winning service-learning program they developed.

ANDY FREY, PhD

Associate Professor, Kent School of Social Work, University of Louisville

Dr. Frey brings two decades of experience as a school social worker, researcher, and expert on school-based practice. His research interests include social work in educational settings and children with emotional and/or behavioral disorders. He is the author of over 30 articles and book chapters, and recently was awarded federal funding for his innovative work delivering mental health services in early childhood programs.

SUZANNE GREENWALD, MAT

Problem Solving and Advanced Humanities Teacher, Elm Place Middle School, Highland Park

Ms. Greenwald teaches problem solving and advanced humanities at Elm Place Middle School in Highland Park. She has completed a variety of service-learning projects with students—locally, across the United States (in response to Hurricane Katrina), and internationally.

MICHAEL KELLY, LCSW, PhD

Assistant Professor, Loyola University Chicago, School of Social Work

Dr. Kelly is the author of 20 books, articles, and book chapters on school social work practice, including *The Domains and Demands of School Social Work Practice: A Guide to Working Effectively with Students, Families, and Schools* (2008). Prior to joining the Loyola faculty, Dr. Kelly was a school social worker in the Chicago area for 14 years.

THOMAS KENEMORE, PhD

Associate Professor, Masters Social Work Program, Chicago State University

Dr. Kenemore is an Associate Professor in the Masters Social Work Program at Chicago State University, where he teaches foundation and advanced practice courses. He is also involved in research and evaluation projects in the community.

TINA LEE, LMFT

Training Coordinator, Live Oak

Prior to graduating from the Family Institute of Northwestern University, Ms. Lee was an English teacher. She specializes in clinical practice with adolescents and their families, cultural identity, gender issues, LGBT identity, and relationships.

MERYL LIPTON, MD, PhD

Executive Director, Rush NeuroBehavioral Center

Dr. Lipton is a behavioral pediatric neurologist and the Executive Director of Rush NeuroBehavioral Center in Skokie. She has a long-time interest in working with the schools and is currently part of an exciting research project on social-emotional learning.

KIMBERLY MANN, PhD

Associate Professor, Masters Social Work Program, Chicago State University

Dr. Mann is an Associate Professor in the Masters Social Work Program at Chicago State University. She is currently collaborating with the Department of Children and Family Services to develop a statewide trauma training for foster parents and foster care workers.

EVELYN ROMAN-SANTOS, MSW

Social Worker, Kelvyn Park High School, Chicago

Ms. Roman-Santos is on the faculty of the Family and School Partnerships Program. She is also a social worker at Kelvyn Park High School, where she conducts service-learning in conjunction with the Red Cross.

PATRICIA STEINHAUS, PhD

Associate Professor, School of Education, Chicago State University

Dr. Steinhaus teaches graduate and undergraduate early childhood education courses, and supervises students during their teacher training.

CERTIFICATE IN ADVANCED PRACTICE IN SCHOOLS (CAPS)

2009-2011 • 226 TOTAL HOURS

This two-year program is the most intensive component of FSPP training. It is designed for social workers, counselors, psychologists, nurses, and administrators in K-12 schools who want to enhance their skills and become leaders in their districts and the profession. A CAPS certificate is valuable as the state moves toward more rigorous qualifications for school-based professionals. This program offers the requisite number of continuing education hours for salary increases in many districts, including Chicago Public Schools.

PARTICIPANTS CAN EXPECT:

- Immersion in the strength-based, systemic model of school-based practice.
- Training in Working on What Works (WOWW) and Solution-focused Brief Treatment (SFBT).
- CEUs and hours towards licensure for social workers and counselors.
- Ongoing consultation and collaboration with a network of expert school-based mental health professionals.

PARTICIPANTS WILL LEARN TO:

- Increase collaboration among parents, faculty, and other professionals.
- Increase strength-based clinical practice.
- Reshape school practice to provide more systemic, whole-school interventions and more efficiently meet student needs.
- Evaluate their practice by learning evidence-based research skills.

TO LEARN MORE, contact Director Ruth Fuerst at 312.915.7021 or rfuerst@luc.edu.

TO APPLY, visit LUC.edu/socialwork/apply. The application deadline is Aug. 7, 2009.

Components of the CAPS Program

2 YEARS		2 YEARS		2 YEARS		2 YEARS	
				AY 2009-10	AY 2010-11		
80 CEUs		40 CEUs		35 CEUs	35 CEUs		
A. Consultation groups with FSPP faculty		B. 10 Saturday workshops on mental health issues in schools		C. Two three-day intensive Summer Institutes		D. Online teleconference class Evidence-based practice in schools	
						SFBT/ WOWW	

Eligibility requirements: MSW or MA in counseling, psychology, special education, or related field

Some tuition discounts are available for professionals serving low income/minority populations. All discounts are contingent on the availability of grant funds.

A. Consultation groups

Meets IDPR requirements for LCSW licensure

Small, supportive, and rigorous consultation groups are the core of the FSPP Program. Groups are lead by faculty with extensive experience in clinical and school-based mental health practice. Most groups meet in twenty bi-weekly, two-hour sessions during the academic year in eight Chicago area locations.

TOPICS INCLUDE:

- Strength-based assessment and practice
- Resilience building
- Techniques of intervention: preventive and remedial
- Managing the challenges of inclusion
- Evidence-based practice
- Advocacy for students, school, and self
- Collaboration at all levels including, families, school staff, community agencies, religious institutions, etc.

2009–10 Consultation groups

40 HOURS • Begin the week of Sept. 14, 2009

WHERE	WHEN	FACILITATORS
Water Tower Campus	4:30–6:30 p.m. alt. Wednesdays	Helene Ellis, LCSW, PhD; Miguel Vazquez, MSW
Northwest Side	9 a.m.–noon every 3 rd Saturday	Evelyn Roman-Santos, MSW; SuAnne Lawrence, LCSW
West Side	4:30–6:30 p.m. alt. Tuesdays	Michelle Adler-Morrison, MSW, LCSW; Bessie Sulton-Akuamoah, MSW, LCSW
Hyde Park	4:30–6:30 p.m. alt. Mondays	Julie Fisher, MSW; Marion Fletcher, MSW, LCSW
Evanston	4:30–6:30 p.m. alt. Thursdays	Robin Bluestone-Miller, MSW, LCSW; Pamela Brand, PsyD
Highland Park	4:30–6:30 p.m. alt. Tuesdays	Bonnie Mervis, , LCSW, PhD
Lombard	4:30–6:30 p.m. alt. Mondays	Shirley Burnside, MSW, LCSW; Karin McNicholas, MSW, LCSW
Naperville	4:30–6:30 p.m. alt. Tuesdays	Erin Lillie McMains MSW, LCSW; Barbara Schneider, MSW, LCSW

2010–11 Consultation groups

40 HOURS • Leaders and locations expected to be same as 2009-10 but are subject to change. Themes will be similar.

B. Saturday morning workshops

40 HOURS • Selected topics for school-based mental health practitioners

Water Tower Campus • 8:30–9 a.m., registration and breakfast • 9 a.m.–1 p.m., workshop

2009-2010

- NOV. 7 Learning How to Instill Hope in Children and Teens Experiencing Depression
- DEC. 5 Working With At-Risk, Vulnerable Kids: A Resilience Model
- FEB. 6 Getting Beyond the Labels for Kids Diagnosed on the Autism Spectrum: The Latest Evidence-Based Interventions
- MARCH 13 Groups in Schools
*Lunchtime seminar: Advocating for Yourself and School Social Work in Your School**
- APRIL 17 Working with Children and Families Around Issues of Adoption and Foster Care

2010-2011

- NOV. 6 Understanding and Working With Teens Around Issues of Sexuality and Pregnancy
- DEC. 4 Addressing Issues of Loss and Grief in the Schools: Illness, Accidents, and Violence
- FEB. 5 Working With Teens and Children Who Exhibit Self-Destructive Behaviors
- MARCH 12 Psychopharmacology for School Social Workers: What You Need To Know About Medications
*Advanced Lunchtime Seminar: Providing Leadership Within the Schools to Address Major Community Concerns**
- APRIL 16 Different Uses of the Arts Toward Therapeutic Ends: Tools for Treatment and Community Resources

*Seminar follows the workshop

C. Future summer institutes

Creating Safe, Accepting, and Respectful Schools

18 HOURS • JULY 21–23, 2010

DAY 1

KEYNOTE: Promoting Culturally Competent Work in Schools

AFTERNOON: Models of Crisis Intervention in Schools

DAY 2

KEYNOTE: Working With Students in Classrooms: The Challenges of Least Restrictive Environment (LRE) and Response to Intervention (RTI)

AFTERNOON

- A. Working With Students Around Gang Issues, or
- B. Use of Play in School-based Practice

DAY 3

KEYNOTE: Helping Children and Teens Master Anxiety: A Competency Approach

AFTERNOON: Building a Healthy School Climate Through SEL

Empowering School-based Mental Health Professionals as Collaborators to Lower Barriers to Education

18 HOURS • JULY 20–22, 2011

DAY 1

KEYNOTE: Empowering School-based Mental Health Professionals as Collaborators to Lower Barriers to Education

AFTERNOON: Violence Prevention: A Multi-faceted, Public Health Approach

DAY 2

KEYNOTE: Bringing Out the Best in Students Who Exhibit Oppositional and/or Defiant Behaviors

AFTERNOON

- A. Bringing Hard-to-Reach parents/Families into Schools, or
- B. Innovative Approaches to Addressing Eating Disorders

DAY 3

KEYNOTE: Ethical Considerations in School Social Work

AFTERNOON: Taking Care of Ourselves: Compassion Fatigue

D. Online teleconference classes

Participants learn at their own convenience through online lectures and videos. On discussion boards, participants interact with instructors and other participants about online lectures, videos, and their own school experiences.

BEGINNING WEEK OF SEPT. 14, 2009

Research Techniques and Evidence-based Practice (EBP) for School-based Practitioners

35 HOURS

Robin Bluestone-Miller, MSW, LCSW, and Michael Kelly, LCSW, PhD

Highlighting the most pressing clinical issues, family problems, and school-wide needs faced by school social workers, this course teaches participants to use EBP to become more flexible, effective advocates. Participants will also learn to use EBP to write grants, measure practice outcomes, and advocate for more school social work services.

BEGINNING WEEK OF SEPT. 13, 2010

Solution-focused Brief Therapy Techniques/WOWW for School-based Practitioners

35 HOURS

Robin Bluestone-Miller, MSW, LCSW, and Michael Kelly, LCSW, PhD

Participants will learn about Solution-focused Brief Therapy (SFBT) and how to adapt these techniques in their schools during individual, group, and team meetings—as well as applying them systemically. Participants will learn more about exception-finding questions, scaling, and how to encourage teachers and parents to look for strengths instead of focusing on problems.

NEW PROGRAM • OPEN TO ALL • NO FEE

BEGINS SEPT. 16, 2009

Advocacy Study Group

5–7 P.M. • 820 N. MICHIGAN AVENUE • FACILITATOR: *Julie Fisher, MSW*

Many professionals in school settings express real concern and helplessness about the increase in violence against young people and the increase in homelessness. This has prompted us to offer a monthly group where participants can examine the needs of students, families, schools, and communities in underserved urban and suburban settings. Participants will also develop strategies to advocate for students, schools, communities, the profession, and themselves.

Space is limited, so please register early. Contact Wendy Bednarz at 312.915.7016 to register.

SOLUTION-FOCUSED BRIEF THERAPY/ WORKING ON WHAT WORKS

A. WOWW group training

10 CEUs • FALL 2009 • WATER TOWER CAMPUS

Robin Bluestone-Miller MSW, LCSW and Barbara Schneider, MSW, LCSW

WOWW is a classroom-management program that encourages collaboration between teachers and students in setting classroom goals. Participants will first be introduced to the basics of Solution-focused Theory (Insoo Kim Berg). They will then learn to use Solution-focused Theory and WOWW in at least one classroom and build more positive relationships with teachers. Participants will also practice key SFBT techniques, including building on strengths, scaling, and realistic goal setting through at least 10 sessions in the classroom and during group training sessions.

B. Solution-focused techniques in school-based practice

10 CEUs • FALL 2009 AND SPRING 2010 • WATER TOWER CAMPUS

Robin Bluestone-Miller, MSW, LCSW

Participants who have used Working on What Works (WOWW) in their classrooms have found that they are being more successful at their jobs. In this training, participants will build on that success by learning to use solution-focused techniques with staff, parents, and students. This course will help participants write solution-focused goals, discern exceptions, and help the school community become more strength-based.

C. Consultation for school administrative teams and school-based mental health practitioners: Using solution-focused techniques systemically

Michael Kelly, LCSW, PhD et al

Consultation will assist leadership teams, evaluate and adapt their systems of assessment and intervention so that they are more effectively addressing students' educational and emotional needs. Furthermore, consultation will improve schools' success by helping school leaders to identify their school's strengths, thereby enhancing what is already working.

Through a generous grant, Special Training is available, free of charge, to CPS professionals. Space is limited. Please contact Wendy Bednarz at 312.915.7016 for more information.

FSPP CORE FACULTY

RUTH FUERST , MA, LCSW	.....	Director
ROBIN BLUESTONE-MILLER , MSW, LCSW	.....	Director, Solution-focused Brief Therapy and WOWW Training
MICHAEL KELLY , LCSW, PhD	.....	Director of Research
BONNIE MERVIS , LCSW, PhD	.....	Director of Training and Curriculum
Michelle Adler-Morrison , MSW, LCSW	.....	Chief Program Officer, Youth Guidance
Pamela Brand , PsyD	.....	Adjunct Faculty, Adler School for Professional Psychology
Shirley Burnside , MSW, LCSW	.....	Former School Social Worker, Fenton High School, District 100
Helene Ellis , LCSW, PhD	.....	Adjunct Professor, Loyola University Chicago, School of Social Work
Julie Fisher , MSW	.....	School Social Worker, CPS
Marion Fletcher , MA, LCSW	.....	School Social Worker, CPS
SuAnne Lawrence , MA, LCSW	.....	Project Manager, Youth Guidance
Erin Lillie McMains , MSW, LCSW	.....	School Social Worker, Stratford Middle School
Karin McNicholas , MSW, LCSW	.....	Former School Social Worker, Wheaton, IL
Evelyn Roman-Santos , MSW	.....	School Social Worker, CPS
Barbara Schneider , MA, LCSW	.....	Former School Social Worker, Lisle, IL
Nancy Segall , MA, LCSW	.....	Consultant Coordinator, Illinois Children's Mental Health Consultation Project; Student Advisor, Erikson Institute
Shweta Singh , PhD	.....	Assistant Professor, Loyola University Chicago, School of Social Work Consultant to the FSPP on Cross-Cultural Issues
Bessie Sultan-Akuamoah , MA, LCSW	.....	Director, Community Schools Program, Youth Guidance
Miguel Vazquez , MA	.....	Former School Social Worker; Assistant Principal at Lowell School, CPS



Open Enrollment

PROGRAM	CEUS	COST
2009 SUMMER INSTITUTE	20	
Registration by June 30, 2009		\$425
Registration after July 1, 2009		\$450
Professionals serving 50% or more low income and/or minority populations		\$360
Professionals registering in groups of 3 or more		\$360
Students with valid student ID/CAPS Alumni		\$75
Per day		\$150
2010 SUMMER INSTITUTE	18	\$450 *
2011 SUMMER INSTITUTE	18	\$450 *
CONSULTATION GROUPS (ONE YEAR)	40	\$2,200
SATURDAY MORNING WORKSHOPS	4/workshop	\$80
Students with valid student ID/CAPS Alumni		\$25

PROGRAM	CEUS	COST
2009-10 SPECIAL TRAINING		
WOWW Group Training	10	\$350
Solution-focused techniques in school-based practice	10	\$350
Consultation for school administrative teams (cost determined by the individual needs of your school)	0	TBD
2009-10 Online teleconference class	35	CAPS only
2010-11 Online teleconference class	35	CAPS only
NEW PROGRAM—Advocacy Study Group	0	no charge

2009-11 CERTIFICATE IN ADVANCED PRACTICE IN SCHOOLS	226	\$6800
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* See 2009 pricing

Some tuition discounts are available for professionals serving low income/minority populations. All discounts are contingent on the availability of grant funds.



**FAMILY AND SCHOOL
PARTNERSHIPS PROGRAM**
820 N. MICHIGAN AVENUE
CHICAGO, IL 60611

P : 312.915.7005

W : LUC.edu/socialwork/fsppi

CONTINUING EDUCATION CREDITS

Consultation groups are led by facilitators who meet IDPR requirements for LCSW licensure. Attendance in consultation groups over two years satisfies the LCSW/LCPC requirements for licensure. Participants may earn CEUs or CPDUs for no extra charge.

..... **OPEN ENROLLMENT**

..... Consultation groups, workshops,
..... and summer institutes can be
..... taken on an open enrollment
..... basis to accommodate those
..... who cannot commit to the entire
..... CAPS program. **Cancellations**
..... **for refunds** (minus a \$25 pro-
..... cessing fee) will be accepted up
..... to five business days before the
..... start of the program.

CONTACT US

For assistance with the application or registration, contact Wendy Bednarz at 312.915.7016.

PLEASE NOTE: Specific topics may be subject to change.

