

Minnesota School Social Workers Association

2023 Annual MSSWA Fall Conference

“ADVOCACY and ALLYSHIP”

October 9-10, 2023

IN-PERSON

Sheraton Minneapolis West Hotel, Minnetonka, MN



2023 MSSWA Fall Conference Objectives:

1. **Make connections** to further integrate school social work **values**
2. Build **skills** and **strategies** that will improve Pre-K - 12 **school outcomes**
3. Promote innovative, flexible and collaborative **practice** strategies
4. Gain **knowledge** and latest **research** in school modalities and related fields
5. Enhance understanding of different **educational supports** for students



**Earn Up to
14 CEUs!!**

*Includes Board of Social Work Required:
Cultural Responsiveness, Ethics, Supervision and Clinical Sessions*

2023 Annual Minnesota School Social Workers Association (MSSWA)

Fall Conference

| Monday, October 9, 2023 7:30am—5:30pm | |
|---------------------------------------|---|
| 7:30 am to 8:30 am | Registration/Check-In/Silent Auction Opens/Continental Breakfast/Vendors & Exhibitor Exploration |
| 8:30 am to 8:40 am | Welcome/Introduction and Overview of the Days Ahead |
| 8:40am to 10:40 am | Keynote: Advocacy and Allyship to Support LGBTQ+ Youth: Cheryl Greene, M.S., Ed. Educational Leadership (HRC Welcoming Schools) <i>Cultural Responsiveness</i> |
| 10:40 am to 11:45 am | MSSWA Annual Meeting, Awards Luncheon |
| 11:45 am to 12:00 pm | Break/Vendor & Exhibitor Exploration/Silent Auction |
| SESSION 1 | |
| 12:00 pm to 1:30 pm | Intersectionality: School Practices With an Intersectional Lens: Dave Edwards, PhD, M.A.T. (HRC Welcoming Schools): <i>Breakout 1A Cultural Responsiveness</i> |
| 12:00 pm to 1:30 pm | A Continuum of Substance Use and Structured Peer Support: Michael Durchslag, BA, M.A.T.: <i>Breakout 1B</i> |
| 12:00 pm to 1:30 pm | How New Legislative Changes Can Make it Easier to Access Medicaid Reimbursement for Mental Health Services Provided to Students With Disabilities: Julie Neururer, BA, MSW, LICSW: <i>Breakout 1C Clinical Content</i> |
| 12:00 pm to 1:30 pm | Collaboration Across Multi-Disciplinary Teams: Nicole Berning, MS, BCBA; Kim Hicks, MA : <i>Breakout 1D Clinical Content</i> |
| 1:30 pm to 1:45 pm | Break/Vendor & Exhibitor Exploration/Silent Auction |
| SESSION 2 | |
| 1:45 pm to 3:45 pm | MNprov Recess—Stretch Your Legs & Stretch Your Brain: Michael Bruckmueller, MFA; Kelly Kautz, MS Ed, NBCT: <i>Breakout 2A</i> |
| 1:45 pm to 3:45 pm | Assessing Risk and Planning for Safety in Schools: Julia Messenger, MSW, LICSW; Megan Lagasse, MSW, LICSW: <i>Breakout 2B Clinical Content</i> |
| 1:45 pm to 3:45 pm | Acceptance and Commitment Therapy Wellness Group: Sarah Sifers, PhD, LP: <i>Breakout 2C Clinical Content</i> |
| 1:45 pm to 3:45 pm | Male Identified Youth—Unpacking Sexual Exploitation: Anne LaFrinier-Ritchie, BA; Andrea White, BSW: <i>Breakout 2D</i> |
| Evening Reception | |
| 3:45 pm to 4:30 pm | CEU's, Silent Auction Payments, Vendor Bingo Winners Posted/Vendor & Exhibitor Exploration |
| 4:15 pm to 5:30 pm | Optional Legislative Happy Hour (Free for All) - Cake/Cash Bar/Networking (<i>Details on Page 7</i>) <i>"A Celebration of Advocacy and Legislative Initiatives"</i> (Earn 1 CEU for Attending) |

| | |
|--|--|
| 7:30 am to 8:30 am | Check-In/Registration & Continental Breakfast |
| Session 3 | |
| 8:30 am to 11:45 am 3 Hour Session! | Oh Schitt, I'm a Supervisor: (**3 Hour Session**—Must Attend FULL session for Credit!): Emily Coler Hanson, MS, LMFT; Barb Stanton, PhD, LPCC: <i>Breakout 3A Supervision Content</i> |
| 8:30 am to 10:00 am | Development of a Substance Use Disorder Family Support Group: Gretchen Raymer, MA, LAMFT, LADC: <i>Breakout 3B</i> |
| 8:30 am to 10:00 am | Building Social Connections With Therapy Dogs: Danielle Graczyk: <i>Breakout 3C</i> |
| 8:30 am to 10:00 am | Growing the Strength of Youth: A Trauma-Sensitive Strength-Based Approach to Youth Development: Kathy Magnusson, M.Ed.: Breakout 3D <i>Clinical Content</i> |
| 8:30 am to 10:00 am | Helping Autistic and Neurodivergent Children Through Trauma: Sara Lahti, MA, LPCC; Beth Pitchford, MA, MA, LPCC: Breakout 3E <i>Clinical Content</i> |
| 10:00 am to 10:15 am | Break |
| SESSION 4 | |
| 10:15 am to 11:45 am | A Mind-Body Approach for Youth with ADHD: Kathy Flaminio, MSW, LGSW, E-RYT200: <i>Breakout 4A Clinical Content</i> |
| 10:15 am to 11:45 am | Group Work: A Practical Process for Maximizing Evidence-Based Group Interventions Such as Check In Check Out and CBITS: Nicki Keen Dawolo, LICSW; Chantelle Vaughn, LGSW: <i>Breakout 4B Clinical Content</i> |
| 10:15 am to 11:45 am | Strengthening Your School's MTSS Behavior Response: Dan Mades, MA Special Education: <i>Breakout 4C</i> |
| 10:15 am to 11:45 am | School-Housing Partnership for Homeless Families: Lauren Ryan, JD; & Additional Presenters: <i>Breakout 4D</i> |
| Lunch | |
| 11:55 am to 1:10 pm | Lunch & Learn <i>Movie Option "Screenagers"</i> (earn 1 CEU) Clinical Content (Details on Page 10) |
| 11:45 am to 1:15 pm | Lunch (ON OWN) NETWORK! (Variety of food options at hotel outlet or Pre-Purchase Bag Lunch option on Registration Page) |
| SESSION 5 | |
| 1:15 pm to 3:15 pm | Ethics on the Record: Emily Coler Hanson, MS, LMFT; Barb Stanton, PhD, LPCC: <i>Breakout 5A Ethic Content</i> |
| 1:15 pm to 3:15 pm | A Day of Dialogue: How Taking a Pause Can Heal the Healer: Lauren Marlotte, PsyD: <i>Breakout 5B Cultural Responsiveness</i> |
| 1:15 pm to 3:15 pm | Escitalo-what? A Medication Review For the Non-Prescriber: Joshua Stein, MD: <i>Breakout 5C Clinical Content</i> |
| 1:15 pm to 3:15 pm | Practical Tools to Support the Overwhelmed Parent: Help Parents Better Help Their Kids : Samantha Moe, : Breakout 5D |
| 1:15 pm to 3:15 pm | Must Knows For New School Social Workers: Nancy Van Horne, MSW, LICSW: <i>Breakout 5E</i> |
| 3:15 pm to 3:30 pm | Evaluations/CEU's |

Keynote Presentation

Monday, October 9, 2023 - 8:30 am to 10:40 am

Advocacy and Allyship to Support LGBTQ+ Youth

Cheryl Greene, M.S., Ed Educational Leadership

This workshop is intended to provide educators and youth-serving professionals with the competency and confidence to ensure LGBTQ+ youth are in spaces where they are supported, valued and have the opportunity to learn and grow free from bullying, violence, and harassment. The presentation will provide foundational information and data to support youth-serving professional advocacy, dispel common misconceptions about including LGBTQ+ topics in schools and increase confidence by role-playing common scenarios that require a response from students and families. *Cultural Responsiveness*

Objectives:

1. Attendees will learn basic concepts to ensure competency in understanding SOGIE as well as how structures around cisheteronormativity show up in school settings.
2. Attendees will gain confidence in responding to questions and concerns about LGBTQ+ topics with accurate information to create teachable moments for students and families.
3. Attendees will be able to dispel common myths around LGBTQ+ inclusion by providing factual information to debunk the misconceptions.



Cheryl Greene, has spent her career in education and is passionate about providing educators the tools to create LGBTQ+ and gender inclusive classrooms where all children can thrive. As the Senior Director of Welcoming Schools, she leads the most comprehensive, bias-based bullying prevention program in the nation to provide LGBTQ+ and gender inclusive professional development, lesson plans, booklists and resources specifically designed for educators. The program uses an intersectional, anti-racist lens dedicated to actionable policies and practices. Under her leadership, the educators trained have impacted over 10.5 million students. Cheryl also has done extensive research on bullying prevention strategies and has led district and statewide initiatives to address bias based bullying and worked to establish a bullying prevention certificate program at Hamline University. In her free time, Cheryl loves to watch WNBA games, especially the Minnesota Lynx and spend time with her wife and family.



HUMAN
RIGHTS
CAMPAIGN
FOUNDATIONTM



Meals

Breakfast rolls, fruit & coffee are provided Mon. and Tues.
Lunch is provided on Monday, at no additional charge.
Dinner is not included either day.

Exhibits & Vendors Galore!

Monday, Oct 9th - 7:30 am to 5:00 pm

Don't miss the wide variety of exciting exhibitors/vendors we have this year.
Please note extended break times for extra exhibit/vendor viewing time.

Weather

Fall weather in the Twin Cities can be unpredictable.
We suggest wearing light clothing and **bringing a sweater or jacket to workshops.**

Session 1 - Monday, October 9th, 2023 - 12:00 pm to 1:30 pm

1A: Intersectionality: School Practices with an Intersectional Lens (HRC Welcoming Schools): Dave Edwards, PhD, M.A.T. *Cultural Responsiveness*

It is essential for educators to recognize all of their students' identities—both privileged and marginalized—to create school systems and school climates that are equitable and cultivate a sense of belonging so all students can thrive.

Learning Objectives:

1. Participants will learn what intersectionality is and how to use it as a framework to serve all students, in particular, by recognizing students' identities at the intersections, such as race, ethnicity, gender, ability, faith, sexual orientation and family structure.
2. Participants will leave the workshop with practices, developed by Welcoming Schools, that are affirming and welcoming for students' whole selves, so they can successfully ease into learning each day

1B: A Continuum of Substance Use and Structured Peer Support: Michael Durchslag, BA, M.A.T.

Adolescent substance use and misuse is a growing concern for families, schools, and communities. A practical, non-judgmental framework to view youth substance use is needed for both the young person, their families and the professionals that work with them. Frequently, the traditional school systems are ill-equipped to support students who are misusing substances and experiencing consequences as well as those who are looking to fully engage in recovery. In fact, the National Institute of Drug Abuse (NIDA) reports that 97% of high school students who return to their school after successfully completing treatment are offered drugs their first day back. Every day young people are asked to choose between their recovery and their education. We as a community must look to other means to provide an effective continuum of care for adolescents seeking to be in recovery from substance misuse and substance use disorder. Recovery High Schools and alternative Peer Groups provide adolescents the needed ongoing professional support, peer recovery support, and social rehabilitative activities that foster enthusiastic, long-term recovery. Discover the role that both Recovery High School and Alternative Peer Groups can play in the success of young people looking to make better choices and set them up for future success.

Learning Objectives:

1. Participants will familiarize yourself with a framework to view adolescent substance use and have a guiding model to work with students and families
2. Participants will discuss how traditional schools underserve those students who are in need of additional support services while looking at the current data and research
3. Participants will discover the role that both Recovery High Schools and alternative Peer Groups can play in the success of young people looking to make better choices and set them up for future success

1C: How New Legislative Changes Can Make it Easier to Access Medicaid Reimbursement for Mental Health Services Provided to Students with Disabilities: Julie Neururer, BA, MSW, LICSW *Clinical Content*

Federal Medicaid funds is a sustainable revenue source and can help in providing consistent and reliable access for students and their behavioral health needs. New state legislation has revised current statute that removes the barriers that hindered schools from accessing these essential Medicaid funds. This presentation highlights the statutory changes, what that could mean to your school and what are the next steps. Our hope is that these changes in statute, if approved by CMS, can make meaningful changes to schools in building the capacity for a more comprehensive school mental health system.

Learning Objectives:

1. Participants will learn of legislative changes to Medicaid for school social work services to students with disabilities
2. Participants will learn what these statute changes could mean to your school
3. Participants will learn the next steps in implementing these changes

1D: Collaboration Across Multi-Disciplinary Teams: Nicole Berning, MS, BCBA; Kim Hicks, MA

Clinical Content

Collaboration across systems and teams is vital, especially when it comes to children, youth and young adults with autism and other developmental disabilities in home, clinic, or school settings. These multi-disciplinary teams might include a speech pathologist, occupational therapist, early intervention provider, social workers, teachers and others. Collaboration and care coordination are essential elements to ensure the best possible long-term outcomes for our clients. However, overlap in scope of practice, differences in terminology and varying theoretical approaches to care, can often lead to conflict amongst multi-disciplinary teams. Learn about resources to coordinate early intervention services with services in an educational setting and facilitate collaboration.

Learning Objectives:

1. Participants will identify resources to facilitate communication, build working relationships and enhance student outcome
 2. Participants will assess the impact of care coordination and collaboration with other professionals
 3. Participants will discuss the role and scope of practice of professionals across school and early intervention settings
-

Session 2 - Monday, October 9th, 2023 - 1:45pm to 3:45pm

2A: MNprov Recess—Stretch Your Legs & Stretch Your Brain: Michael Bruckmueller, MFA; Kelly Kautz, MS Ed, NBCT

Give yourself some self-care by laughing for the next 2 hours as we take a break, have fun, and play some improv games. Laughter is a great form of stress relief. It stimulates your organs, releases endorphins, gives you a relaxed feeling, reduced physical symptoms of stress, and improves your mood. As you play, you will experience a safe environment of acceptance and support while also discovering how improv strengthens students' social competencies. Presenters won't be lecturing, so please stop by the MNprov table to discuss how you might incorporate applied improvisation in your school to support students' mental wellness.

Learning Objectives:

1. Participants will experience applied improv and have fun
2. Participants will provide self-care through experiencing the benefits of laughter
3. Participants will discover how to create a safe & supportive environment and strengthen students' social emotional competencies through applied improvisation

2B: Assessing Risks and Planning for Safety in Schools: Julia Messenger, MSW, LICSW; Megan Lagasse, MSW, LICSW *Clinical Content*

With rapidly increasing mental health needs of students and safety concerns in school, it is essential schools are using best practices in risk assessment and school safety. We will share how the Anoka-Hennepin district is working to implement best practices in suicide risk and threat assessment, and to integrate the roles of administrators and those of licensed support staff in school and student safety to maximize the benefits of multi-disciplinary teaming.

Learning Objectives:

1. Participants will learn about best practices in suicide risk assessment
2. Participants will learn about best practices in threats to others assessment and interdisciplinary teaming

Continuing Education

This conference is designed to meet CEU (Continuing Education Units) for social work and education. CEU certificates will be available to document participation (after turning in conference evaluation). **Post tests are no longer required.**

2C: Acceptance and Commitment Therapy Wellness Group: Sarah Sifers, PhD, LP *Clinical Content*

“When the Going Gets Tough the Tough Get Mindful” is a 6-session program to foster psychological flexibility. It is based on an approach called Acceptance and Commitment Therapy (ACT). At it’s most basic, this approach is about learning new skills to deal with uncomfortable thoughts and feelings in a way that allows us to love a better life.

Learning Objectives:

1. Participants will learn to accept painful experiences and become a non-judgmental observer
2. Participants will purposely reconnect with what is going on in our bodies or environments in the immediate present
3. Participants will identify values, connect them to specific behaviors, and put forth the effort necessary to achieve a meaningful life

2D: Male Identified Youth—Unpacking Sexual Exploitation: Anne LaFrinier-Ritchie, BA; Andrea White, BSW

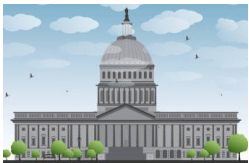
Human trafficking and exploitation conversations and outreach have traditionally focused exclusively or primarily on female identifying victims. The MSS found that males experience sexual exploitation at nearly equal levels to female youth, with higher rates of exploitation for males in certain regions of the state. Unfortunately, statewide services for males represented only 7% of all clients. With this new data and other national resources, the presenters and colleagues will equip providers with tools to identify risk factors and indicators specific to male and male-identifying youth, as well as intake and assessment tools to start conversations with male-identifying clients.

Learning Objectives:

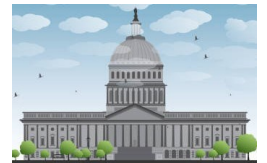
1. Participants will recognize risk factors and potential indicators of exploitation and human trafficking
2. Participants will identify best practices for reporting and building relationships
3. Participants will identify barriers to disclosure and accessing services for male-identified individuals

“Optional” Monday Evening Legislative Happy Hour Reception

“A Celebration of Advocacy and Legislative Initiatives”



Monday, October 9th, 2023, 4:15pm to 5:30pm



Join MSSWA and education stakeholders in a celebration to honor the significant victories from the 2023 Legislative Session. After many years of advocacy, several of MSSWA's priorities came to fruition such as the amendment to existing legislation for districts to access Federal Medicaid Reimbursement for services provided by licensed school social workers on a student's IEP or IFSP; funding specific for Student Support Personnel, a newly created and funded Mental Health Lead position at MDE, increased funding for Special Education, and so much more.

We invite you in helping us thank key legislators who advocated on our behalf as well as various allies who were pivotal in our efforts to increasing access to equitable resources and supports for every student. **Free Cake and a cash bar will be available. Come make your voice heard and share your appreciation! (1 social work CEU available for attendees)**



Session 3 - Tuesday, October 10th, 2023 - 8:30 am to 10:00 am

3A: Oh Schitt, I'm a Supervisor: Part 1 (DOUBLE SESSION—3A & 4A: 8:30am to 11:45am): Emily Coler Hanson, MS, LMFT; Barb Stanton, PhD, LPCC *Supervision Content*

Supervision can be overwhelming and intimidating. Presentations about supervision can be dry and unengaging. This presentation looks at supervision through the lens of the hit comedy “Schitts Creek”. Time will be spent discussing self of the supervisor, supervising various stages of staff, and working with special populations of supervisees. Vignettes of supervision dilemmas and missteps will be shared as well. ****3 Hour session!****

Learning Objectives:

1. Participants will discuss issues related to self of the supervisor
2. Participants will learn differences among stages of professional development
3. Participants will be shared vignettes of supervision issues

3B: Development of a Substance Use Disorder Family Support Group: Gretchen Raymer, MA, LAMFT, LADC

This presentation will explore development of a substance use disorder family support group, strategies to engage family members, and topics to cover.

Learning Objectives:

1. Participants will gain a model for developing a support group for families impacted by substance use disorders
2. Participants will obtain operable strategies for family engagement
3. Participants will be provided a list of topics to cover for best outcomes

3C: Building Social Connections With Therapy Dogs: Danielle Graczyk

Learn the basics of the Canine Inspired Change (CIC) social-emotional therapy dog course.

Learning Objectives:

1. Social Skills: CIC helps participants connect to others, and to the dogs, through active listening, reading nonverbal cues and offering support to one another. This process highlights our common humanity.
2. Boundaries: The dogs teach the participants that we all have boundaries that need to be respected. Through this experience, students develop respect for the dogs, trainers, peers and themselves.
3. Kindness: At the end of each CIC class, participants are challenged to come up with one person to compliment directly. This encourages direct communication, acceptance and kindness among students in a positive and nurturing environment.

3D: Growing the Strength of Youth: A Trauma-Sensitive Strength-Based Approach to Youth Development: Kathy Magnusson, M.Ed *Clinical Content*

Youth need opportunities to identify and develop their strengths and fill their toolboxes with skills to handle life stressors. Youth that can name their strengths and affirm who they are have reduced stress levels and an increased positive outlook on life. In this presentation, data will be shared about the effects of Adverse Childhood Experiences (ACE), the importance of Positive Childhood Experiences (PCE), and the demonstration of three activities to help youth identify their strengths and values. The participants will be invited to try the activities during the presentation and reflect on how the strategies could be used professionally.

Learning Objectives:

1. Participants will understand the research on Adverse Childhood Experiences (ACE) and Positive Childhood Experiences (PCE)
2. Participants will Identify the protective factors to increase youth mental health and well-being
3. Participants will apply three strengths identification activities adults can use to assist youth in developing life skills and improving self-esteem

3E: Helping Autistic and Neurodivergent Children Through Trauma: Sara Lahti, MA, LPCC; Beth Pitchford, MA, MA, LPCC *Clinical Content*

The intersection between autism/neurodivergence and trauma is not a new concept, but a relatively new focus of research. Trauma presents differently in those who are not neurotypical and therefore need different supports. This presentation will provide information on trauma and its connection to neurodivergence as well as evidence-based supports. Some attention will be paid to potential traumatic situations and lifespan development.

Learning Objectives:

1. Participants will recognize the symptoms of autism and trauma and how they may present
 2. Participants will adapt evidence-based practices to support traumatized autistic/neurodivergent children
 3. Participants will identify common traumatizing situations in the lifespan and how to provide support
-

Session 4 - Tuesday, October 10th, 2023 - 10:15 am to 11:45 am

4A: A Mind-Body Approach for Youth with ADHD: Kathy Flaminio, MSW, LGSW, E-RYT200
Clinical Content

Mind-Body techniques can be helpful for youth struggling with attention, focus and self-regulation. During this workshop participants explore practical research-based interventions for youth to enhance attention, focus, self-regulation, community connection and overall well-being. Through hands-on learning, reflection, and discussion, participants will explore simple breathing exercises, regulating movement, rest techniques, and activities for social-emotional skill development that are easy to incorporate into a variety of settings.

Learning Objectives:

1. Participants will understand how breathing, regulating movement, and rest practices impact the brain and nervous system, improving attention and focus
2. Participants will identify calming and releasing breathing activities to share with youth throughout the day to improve focus and prepare for learning
3. Participants will practice regulating movement and rest strategies to use with youth to strengthen self-regulation skills and boost overall well-being

4B: Group Work: A Practical Process for Maximizing Evidence-Based Group Interventions Such as Check In Check Out and CBITS: Nicki Keen Dawolo, LICSW; Chantelle Vaughn, LGSW *Clinical Content*

As a school social worker we know time is a precious resource and that groups are a way to maximize time. The workshop will provide you with practical tools, like checklists and templates, to get a Tier 2 group up and running. We will be using two evidence-based interventions as models, Check In Check Out (CICO) and Cognitive Behavioral Interventions for Trauma in Schools (CBITS). These interventions can be used as part of a multi-tiered approach for supporting students. Students are struggling with a variety of mental health issues, including anxiety and depression. These tools can be applied to groups specifically focused on these issues as well as CICO and CBITS. CICO is an evidence-based Tier 2 intervention for students who are exhibiting many lower level behaviors across multiple classes. The intervention focuses on providing the student timely information about their behavior that is strengths based. CBITS is an evidence-based Tier 2 intervention for students impacted by trauma. This intervention includes a screener that helps to identify students who would be a good fit.

Learning Objectives:

1. Participants will be able to plan at least one group for immediate implementation
2. Participants will be able to describe two evidence-based Tier 2 interventions (CICO and CBITS) and be able to analyze their ability to facilitate those interventions at their school setting
3. Participants will be able to share and learn best practices around group interventions

4C: Strengthening Your Schools MTSS Behavior Response: Dan Mades, MA Special Education

Social Emotional Learning (SEL) is at the top of everyone’s list since the pandemic began. Across the state of Minnesota many students have fallen behind or have struggled greatly with the social emotional learning. As a school leader, when we look at what we have in place for students who struggle with behaviors: Are your Tier 1 and Tier 2 interventions as solid as you would like them to be? Do you have a robust Social Emotional Learning Intervention process that is built on best practice and data? If you want to know how to strengthen yours schools MTSS for behaviors, the Power of 3 Social Emotional Learning Curriculum is here to help.

Learning Objectives:

1. Participants will be given tools and strategies they can take back to their schools to help them strengthen theirs schools MTSS
2. Participants will be shown how the Power of 3 SEL Curriculum can help students who are in need of help in the Tier 1 and Tier 2 Interventions within their schools
3. Participants will be given lessons to use with students who may be struggling with their Social Emotional Learning

4D: School-Housing Partnership for Homeless Families: Lauren Ryan, JD & Additional Presenters

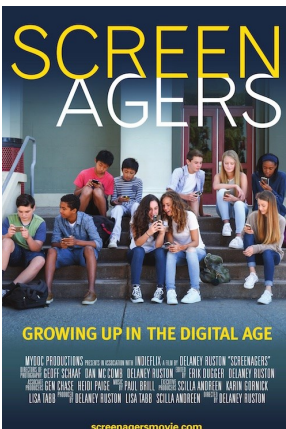
This workshop will present an overview of school-housing partnerships that identify and serve families experiencing, or at risk of, homelessness. McKinney-Vento legislation creates a clear role for local educational systems to identify and support homeless and highly mobile students due to the negative impacts of housing instability on students and families. This presentation will provide a detailed overview of two school-housing programs in Hennepin County, plans to create new school-housing partnerships, and various funding streams available to support these projects.

Learning Objectives:

1. Participants will learn about different models of school-housing partnerships in Hennepin County, including the strengths and challenges of partnerships
2. Participants will learn about specific funding and grant resources available to fund school-housing partnerships statewide
3. Participants will build connections to staff working with current school-housing partnerships for future knowledge and resource sharing

“Screenagers” Movie Lunch & Learn Option!

Tuesday, October 10th, 2023, 11:55am to 1:10pm



Are you watching kids scroll through life, with their rapid-fire thumbs and a six-second attention span? Physician and filmmaker Delaney Ruston saw that with her own kids and learned that the average kid spends 6.5 hours a day looking at screens. She wondered about the impact of all this time and about the friction occurring in homes and schools around negotiating screen time—friction she knew all too well.

In SCREENAGERS, as with her award-winning documentaries on mental health, Delaney takes a deeply personal approach as she probes into the vulnerable corners of family life, including her own, to explore struggles over social media, video games, academics and internet addiction. Through poignant, and unexpectedly funny stories, along with surprising insights from authors, psychologists, and brain scientists, SCREENAGERS reveals how tech time impacts kids’ development and offers solutions on how adults can empower kids to best navigate the digital world and find balance.

<https://www.screenagersmovie.com>

MSSWA has purchased the rights to show “Screenagers”. (1 social work CEU available for attendees)

Bring your own lunch, pre-purchase bag lunch from hotel or other food options at hotel and come watch the movie while you eat and learn!

Session 5 - Tuesday, October 10th, 2023 - 1:15 pm to 3:15 pm

5A: Ethics on the Record: Emily Coler Hanson, MS, LMFT; Barb Stanton, PhD, LPCC *Ethics Content*

Providers may often review the Code of Ethics and have worries about the consequences of not following them. This presentation aims to explore cases that have been reported to various licensure boards and corrective actions taken. Ethical dilemmas will be explored along with ways to prevent licensure violations.

Learning Objectives:

1. Participants will identify commonalities in the ethical codes of multiple disciplines
2. Participants will utilize a framework for ethical decision making
3. Participants will generalize commonalities in existing licensure violations to apply to practice

5B: A Day of Dialogue: How Taking a Pause Can Heal the Healer: Lauren Marlotte, PsyD *Cultural Responsiveness*

How often do social workers reflect on their work and themselves? Not often enough. This is essential to promote well-being and to support ongoing, healing-centered services with empathy and compassion. A “Day of Dialogue” example and key takeaways will be shared; school SWs reflected on their services, work and selves. This allowed a safe space for honest sharing, promoting stigma reduction. The need for improved workplace well-being is important for all providers, however BIPOC experience stress, burnout, and mental illness at higher rates. Cultural conceptualizations of burnout and stress will be explored and culturally humble ways to promote workplace well-being.

Learning Objectives:

1. Participants will describe ways to promote school social worker well-being using a trauma-informed lens
2. Participants will explain barriers to self-care and healing-centered practices
3. Participants will describe an overview of professional development for reflection and learning to promote a mentally healthy organizational culture

5C: Escitalo-what? A medication Review for the Non-Prescriber: Joshua Stein, MD *Clinical Content*

Psychiatric medications are being prescribed at an increasing rate to the school age populations. Many primary care providers are being tasked with prescribing psychiatric medications and seek consultation from a child and adolescent psychiatrist due to the complexity of the field. Non-prescribers often have less knowledge and understanding of psychiatric medications and their implications for their clients. Using the lens of a holistic biopsychosocial treatment model, non-prescribers will be provided a framework for understanding psychiatric medications.

Learning Objectives:

1. Participants will be given a thorough review of common psychiatric medications prescribed to the school age population
2. Participants will be able to clarify benefits, risks, adverse events and side effects, including increased suicidal thoughts and mania
3. Participants will learn how to “check in”, to build compliance and insight for your client

SAVE THE DATE!

MSSWA 2024 Day on the Hill - Mar 6th, 2024 (+ Virtual Option TBA)

Education Minnesota, 41 Sherburne Ave, St. Paul, MN 55103

MSSWA 2024 Summer Institute - Jun 10th - 12th, 2024

Sugar Lake Lodge, 37584 Otis Lane, Cohasset, MN 55721



dreamstime.com



dreamstime.com

5D: Practical Tools to Support the Overwhelmed Parent: Help Parents Better Help Their Kids: Samantha Moe

Do you geek-out on brain science but have a hard time making it practical? Now more than ever, parents need simple and effective tools to create peace at home. Learn specific, indispensable language—based on the Mad to Glad Blueprint™ —to guide parents into action and transformation. Reduce families fighting, yelling, and frustration, and increase listening, connection, and satisfaction.

Learning Objectives:

1. Participants will learn the brain science beneath challenging behavior, based on the Mad to Glad Blueprint™
2. Participants will learn what parents unintentionally do that triggers behavior and how to avoid fueling the fire
3. Participants will use our Positive Communication Template™ to directly address what parents can do to change their own behavior so children—include specific scripts!

5E: Must Knows For New School Social Workers: Nancy Van Horne, MSW, LICSW

This workshop will explore the many facets of being a K-12 licensed social worker. We wear many hats on a daily basis, from crisis intervention to response to intervention. The role of the School Social Worker is a vital component of the school community. Ms. Van Horne will give an overview of multiple areas that a new School Social Worker would need to know about, as well as a student who may be exploring the career of School Social Worker. Time will be given for Q&A.

**MSSWA Would Like to Thank Our Fall Conference
Gold Sponsors:**



Please See Their Organization Flyers on the Next Several Pages



Welcoming Schools

HUMAN RIGHTS CAMPAIGN FOUNDATION

A comprehensive, intersectional approach to creating an inclusive school climate!

PROFESSIONAL DEVELOPMENT

Welcoming Schools facilitators can deliver the following trainings to your school or district:

- + Embracing All Families
- + Creating LGBTQ Inclusive Schools
- + Preventing Bias-Based Bullying
- + Creating Gender Inclusive Schools
- + Supporting Transgender and Non-Binary Students
- + Intersectionality: School Practices with an Intersectional Lens

ONLINE RESOURCES

Available for immediate download:

- + Standards-based lesson plans
- + Inclusive book lists
- + Age-appropriate LGBTQ definitions
- + Responses to students' questions and comments
- + Professional development videos



To learn about Welcoming Schools professional development and to access free resources visit:



[WelcomingSchools.org](https://www.WelcomingSchools.org)

SAME WEEK
AVAILABILITY

EXPERT
THERAPISTS

IN-NETWORK
WITH ALL
MAJOR MN
INSURURANCES

CARE COUNSELING

CARE Counseling's expert clinical team provides individualized therapy using a broad range of evidence-based treatment modalities to fully support our clients as they work towards personal growth and healthier lives.

CAREcounseling.com

EMPOWER *your expertise:*

ELEVATE YOUR MENTAL HEALTH
PRACTICES THROUGH CONTINUING
EDUCATION (CE'S) AT

CARE-TRAININGS.COM

CARE Counseling is approved by the American
Psychological Association to sponsor continuing
education for psychologists.

AWARD WINNING PRACTICE

FACES of **Mpls
St Paul**



Location and Lodging Information

Sheraton Minneapolis West Hotel

12201 Ridgedale Drive

Minnetonka, MN 55305

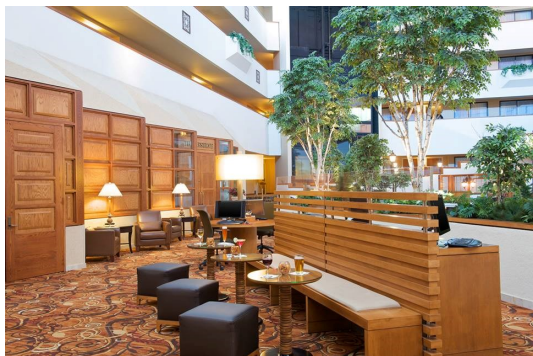
(952) 593-0000

Website:

www.sheratonminneapoliswest.com

Located 10 minutes west of downtown Minneapolis, off 394 and Ridgedale Drive.

Each conference participant will be responsible for their own lodging, taxes and fees. Sheraton Minneapolis West has accommodated MSSWA by offering a discounted rate for the allotment of rooms set aside.



Reservations must be made by September 24th, 2023 for guaranteed MSSWA group rate.

Traditional King Room: \$135/night

Traditional Double Room: \$135/night

Request MSSWA Conference rate when making reservation. To make a reservation call 1-800-325-3535 or book online using the following link:

[Sheraton MSSWA Room Reservations Link](#)



Mail your registration and payment (payable to MSSWA) to:
Dan Porter/Tony Porter
 762 Meyer Street N, Maplewood, MN 55119
 (612) 803-2722 - mplstonyjoel@gmail.com

Payment: Checks and purchase orders must be made payable to MSSWA. If your registration monies are not in receipt of the Registration Committee by Oct 5th, 2023, you will be expected to pay ON-SITE for the conference upon arrival, and pay a late fee of \$50.

A confirmation e-mail will be sent when registration is received.
 Please make a COPY of this registration for your own records.

MSSWA - 2023 Fall Conference Registration Form & Payment (please print CLEARLY)

Name: _____ E-Mail: _____
 Address: _____ City: _____
 State: _____ Zip: _____ Phone: _____ School District: _____

IMPORTANT!! Please Write your Session Number Choices Below: (See brochure-sessions will fill up)

Day 1 (Monday): Session #1 _____ Session #2 _____ **Mon Evening Reception: Yes ___ No ___**

Day 2 (Tuesday): Session #3 _____ Session #4 _____ **Attending Movie** _____ Session #5 _____

| Selection | Price | CONFERENCE FEES |
|-----------|----------|--|
| | \$285 | EARLY BIRD (By Sep 8th) Full Conference MSSWA Member (Earn up to 14 CEU's) |
| | \$350 | EARLY BIRD (By Sep 8th) Full Conference <i>Non-Member</i> (Includes MSSWA Membership & up to 14 CEU's) |
| | \$300 | FULL CONFERENCE MSSWA Member (Earn up to 14 CEU's) |
| | \$365 | Full CONFERENCE <i>Non-Member</i> (Includes MSSWA Membership & up to 14 CEU's) |
| | \$100 | Full Conference Student/Board/Retired Rate (<i>students must attach copy of school ID to registration</i>) (Includes MSSWA Membership & up to 14 CEU's) Available until Oct 1, 2023—MUST Sign up for Volunteer Shifts |
| | \$0 | Additional Monday Evening Reception Ticket |
| | \$165 | One Day Rate, Monday, MSSWA Member (Up to 7.5 CEU's) |
| | \$185 | One Day Rate, Monday, <i>Non-Member</i> (Up to 7.5 CEU's) <i>No Membership Included</i> |
| | \$165 | One Day Rate, Tuesday, MSSWA Member (Up to 6.5 CEU's) |
| | \$185 | One Day Rate, Tuesday, <i>Non-Member</i> (Up to 6.5 CEU's) <i>No Membership Included</i> |
| | \$30 | Day 2 (Tues) <i>Pre-Purchase Bag Lunch Option</i> (Ideal for attending Lunch & Learn Movie Option) - <i>Please Circle One: Turkey Vegetarian</i> |
| | \$0 | Free Rate Code (Presenters) & Group Discount |
| | \$0 | Vegetarian or Gluten Free Meal Request (Mon lunch) (<i>Please circle which</i>) |
| | \$50 | LATE FEE - Assessed after Oct 5th, 2023 |
| | \$ _____ | TOTAL AMOUNT ENCLOSED (Early bird pricing not accepted unless payment is included with registration and paid prior to deadline noted above) |

Registration can now be made ONLINE Visit <https://msswa.org/event-5234084> to register and pay online by credit card, or from the msswa.org main page click on "Welcome", and then "Upcoming Events-

Cancellation Policy: Conference registration fees minus a \$50 administration fee per registration will be refunded if cancellation is made in writing to mplstonyjoel@gmail.com by Oct 1, 2023, but registration can be transferred to another attendee. No refunds after Oct 1, 2023.

Group Discount Available!
Register 6 and get 7th Free! Once 6 are registered and paid contact Tony Porter at mplstonyjoel@gmail.com to register your 7th for FREE!