



**Southwest Ohio Regional Training Center**  
**420 Wards Corner Road**  
**Loveland, Ohio 45140**  
**513-248-1269**

**STAFF & SUPERVISOR ONGOING TRAININGS**

**Fall 2024**

Link for anyone with an OH ID: [Log In | OH|ID | Ohio's State Digital Identity Standard](#)

Link to Guest Registration Information: [SWORTC – Ohio CAPS](#)

Date	Training	Session ID	Trainer	Time	Location
10/01/2024	Basic Drug Identification	13347	Lee Hawks	9:00 to 4:00	SWORTC
10/02/2024	Identification of Meth Labs	13349	Lee Hawks	9:00 to 4:00	SWORTC
10/02/2024	Science of Supervision	16579	Stacy Simer	9:00 to 12:15	<b>Virtual</b>
10/08/2024	Elements of Empathy: Why Empathy Matters	13517	Kelly Mettler	9:00 to 12:15	<b>Virtual</b>
10/08/2024	RAD: Reactive Attachment Disorder or Really Afraid Disorder	14008	Mary Vicario	9:00 to 4:00	SWORTC
10/10/2024	Is Poverty Culture? Strategies for Working with Families Living in Poverty	13090	Dan Houston	9:00 to 4:00	<b>Virtual</b>
10/15/2024	Human Trafficking Exposed: Who, What, Why and How to Help	11147	Ken Lawson	9:00 to 4:00	SWORTC
10/16/2024	Using Positive Psychology and	12797	Stacy Simer	9:00 to 12:00	<b>Virtual</b>

	Clinical Resilience, Wellness, and Happiness in the Prevention and Management of Mental Health Disorders				
10/18/2024	Race Matters for Transracial Adoptions: Preparing and Supporting Families to be Race-Conscious Advocates	16893	Laura Morello	9:00 to 12:15	<b>Virtual</b>
10/21/2024	Sibling Sexual Abuse: It's All Relative	14999	Brian Bethel	9:00 to 4:00	SWORTC
10/23/2024	Youth Development: Vital Link	14244	Johanna Pearce and Lamar King	9:00 to 4:00	SWORTC
10/23/2024	Supervision for the Stages: Facilitating Supervisee Growth Along all levels of Professional Development	12799	Stacy Simera	9:00 to 12:15	<b>Virtual</b>
10/24/2024	The Ethics of Trauma Informed Self-Care	16582	Faye Perkins	9:00 to 4:00	<b>Virtual</b>
10/30/2024	An Overview of Amish Culture for Child Protection Professional	14242	Luella Gilbert	9:00 to 4:00	SWORTC
11/06/2024	The Fine Line of Abuse: Abuse vs. Accident vs. Medical Condition	13518	Jim Marlow	9:00 to 4:00	SWORTC
11/07/2024	Child Physical Abuse: Fractures and Bone-Related Injuries	13519	Jim Marlow	9:00 to 4:00	SWORTC
11/13/2024	Cowboy Ethics: What can Marshall Dillon and the Cartwrights Teach Counselors and	13630	Linda Davis	9:00 to 12:15	<b>Virtual</b>

	Social Workers about Ethics?				
11/14/2024	De-escalation Skills for the Human Services: Enhancing Safety through Verbal and Nonverbal Interventions.	15133	Darla Bolon	9:00 to 4:00	SWORTC
11/15/2024 <b>** Approved for Ethics**</b>	Applying Personal Values and Diversity Considerations to Child Sexual Abuse Cases	15227	Mary Eck	10:00 to 2:45	SWORTC
11/19/2024	Fentanyl Use in America: Playing with Poison	13360	Brian Bethel	9:00 to 4:00	SWORTC
11/20/2024	Motivational Interviewing: Preparing Clients for Change	13736	Brian Lowery	9:00 to 12:00	<b>Virtual</b>
12/04/2024	Trauma Informed Care: The Neuroscience of Trauma and Resilience	13539	Faye Perkins	9:00 to 4:00	SWORTC
12/11/2024	Addressing Reoccurring Mental Health Issues in Families	14312	Linda Davis	9:00 to 4:00	<b>Virtual</b>
12/12/2024 and 12/13/2024	Domestic Violence: Facts and Fundamentals  <b>Meets OAC Requirement</b>	6258	Brian Bethel	9:00 to 4:00	SWORTC
12/13/2024	Stressing Stress	15102	Jim Still-Pepper	9:00 to 4:00	<b>Virtual</b>
12/18/2024	Ethics of "The Office": Lessons Learned from Employees of Dunder Mifflin	12800	Stacy Simera	9:00 to 12:15	<b>Virtual</b>

# Workshop Descriptions

## **Basic Drug Identification (5.5 hours)**

Participants will be presented with information related to the identification of controlled substances, effects of drug abuse, understanding of drug cultures, and personal safety when encountering persons under the influence of drugs.

## **Identification of Meth Labs (5.5 hours)**

Methamphetamine manufacture and abuse has rapidly spread across the state of Ohio. Due to the complexity and hazardous nature of methamphetamine-related activities, it is imperative to keep personnel aware of the indicators and dangers associated with it. By understanding how to identify methamphetamine laboratories and the materials related to its manufacture and use, employees will reduce the chances of injury and liability. In addition, personnel will understand the urgent need for removal of children found in a methamphetamine environment, as well as the need for rehabilitation programs for their parents.

## **Science of Supervision (3 hours)**

When we hear the term “evidence-based practice” we often think of direct clinical interventions, yet any service we conduct as social service professionals should be backed by science - including supervision. In this workshop we will explore the research on supervision and identify ways to apply the evidence to all types of social service supervision – including explorations of the evidence-based methods of supervision, components of supervision, and impacts of supervision on the client and

## **Elements of Empathy: Why Empathy Matters (3 hours)**

In this interactive and thought-provoking training, learners will obtain content as to why empathy matters when collaborating with co-workers, families, and older adults. Through the course, learners will be provided with knowledge about empathy, as well as develop skills to assure that empathy becomes part of their practice in the workplace.

### **RAD: Reactive Attachment Disorder or Really Afraid Disorder (5.5 hours)**

The once nearly “untreatable” Reactive Attachment Disorder (RAD) is being re-examined through the lens of neuroscience and found to be more related to fear-based dysregulation than intractable behaviors. This training will walk down and beyond Memory Lane as we explore the traditional (pre-neuroscience) beliefs and approaches to attachment-challenged youth, as well as the developing neuroscience-based approach to understanding and treating fear-based dysregulation that disrupts a child’s ability to attach. Participants will explore the many early challenges that can create repeated fear responses and dysregulation that make trust and attachment challenging for many children. They will examine attachment and interventions for attachment challenges through the lens of a parent through our growing understanding of how the brain works and heals itself through safe, positive attachment. We will set power struggles aside and explore brain-based interventions that are proving to help children and their caregivers move beyond attachment issues to safe, calming, healing connection.

### **Is Poverty Culture? Strategies for Working with Families Living in Poverty (5.5 hours)**

Working in child welfare, a caseworker or supervisor will inevitably encounter children and families living in poverty. This workshop provides caseworkers and supervisors the characteristics of children and families living in poverty. It provides strength-based strategies and creates climates of mutual respect and mutual purpose that empowers children, youth and families to solve problems associated with poverty. It examines how and why people view clients in poverty from a deficit rather than a strengths-based approach. The workshop explores a framework for developing strategies to enhance the professional’s ability to work with individuals living in generational poverty.

### **Human Trafficking Exposed: Who, What, Why and How to Help (5.5 hours)**

Millions of people are enslaved around the world today. Half are believed to be children. Seventy percent of those entering the United States as trafficked persons are commercially sexually exploited, and many of them are children. U.S.-born children who are commercially sexually exploited are victims of domestic trafficking. Recent studies place the number of children trafficked domestically between 100,000 and 300,000. This presentation will define human trafficking, explain why it is an issue for Ohioans, offer tools to evaluate if you have come into contact with a trafficked person, and emphasize the necessity of interagency cooperation.

**Completion of this learning meets OAC training requirements (5101:2-33-55; 5101:2-33-56) for human trafficking.**

## **Using Positive Psychology and Clinical Resilience, Wellness, and Happiness in the Prevention and Management of Mental Health Disorders (2.75 hours)**

In the past, researchers thought the best way to improve human functioning was to understand and prevent disease. In recent years, however, we have recognized that much can be gained by examining and understanding the ingredients for wellness. Positive psychology refers to the study of happiness, as opposed to the study of unhappiness; and recent research shows that positive psychology as a modality can be as effective as CBT in the treatment of depression. In this workshop participants will explore the research and identify tools to help clients flourish and build resilience in their lives.

## **Race Matters for Transracial Adoptions: Preparing and Supporting Families to be Race-Conscious Advocates (3 hours)**

It can feel challenging to assess prospective adoptive parents who will be adopting a transracial child. Following MEPA (Multiethnic Placement Act) regulations may leave workers feeling perplexed about how to discuss race or racism during assessment or preparation with parents. This course seeks to address some of those concerns by exploring how to best support transracially adoptive families through exploring best practices, gleaned from adoptees themselves. As vital members of the adoptive family's journey, workers will also explore how systemic racism seeps its way into their work and result in unconscious biases. However, with understanding and the development of cultural humility, workers will be able to better support adoptive families around the issues of race and racism. With that understanding, adoptive parents and transracial adoptees will then have much better outcomes.

## **Sibling Sexual Abuse: It's All Relative (5.5 hours)**

This workshop will provide an overview of the current data associated with sibling sexual trauma. Specific strategies will be offered to assist professionals who serve children and families impacted by sibling sexual abuse.

## **Youth Development: Vital Link (5.5 hours)**

Youth are a tremendous and often overlooked resource. Agencies can improve their independent/transitional living programs by utilizing the skills youth possess. Not only will youth enhance agency programs, youth themselves will develop confidence and self-esteem through the contribution of their experiences. Participants will learn creative ways of empowering youth by allowing them to take on leadership roles, aid in decision-making, and assist in program implementation. Barriers and benefits will be discussed as well as attitudes regarding youth as resources. Participants will explore levels of youth involvement in independent/transitional living programs which will include advisory boards, mentor programs, peer helping and community involvement.

## **Supervision for the Stages: Facilitating Supervisee Growth Along all levels of Professional Development (3.0 hours)**

The goal of this workshop is to help supervisors in the social service fields identify skills and interventions that serve to promote supervisee growth along all stages of professional development. Participants will gain familiarity with general supervisory principles as well as phase-specific considerations to help foster development of the novice student to the senior professional, including attention to licensure gatekeeping.

## **The Ethics of Trauma Informed Self-Care (5.5 hours)**

This training will provide an overview on symptoms of burnout and secondary traumatic stress, as well as the ethical principles and standards that call on helpers and caregivers to care for themselves as part of ethical practice. Much of the training will focus on motivating and sustaining behavior change related to enhancing both personal and professional self-care practices and developing new skills for recognizing and managing stress responses arising from the challenges faced in environments where traumatized clients are served.

## **An Overview of Amish Culture for Child Protection Professional (5.5 hours)**

This training will provide an overview of Amish culture from an individual who lived the experience as a member of the Amish Community. The different types of Amish will be explained along with a fact vs. fiction discussion. This training will also look at how Amish view marriage, church, physical and sexual abuse. Finally, this training will look at Amish and the child protection system and will use case scenarios to help learn how to engage and work with Amish families in all facets of the child protection system, from intake to placement, in the hopes of better serving this population. This training provides the ability to view the culture from the inside out due to the trainer's personal experience.

## **The Fine Line of Abuse: Abuse vs. Accident vs. Medical Condition (5.5 hours)**

This six-hour workshop focuses exclusively on child physical abuse. Numerous case examples provide a comprehensive look at the parameters of these types of child maltreatment. Bruises, burns, abdominal injuries, fractures, and head injuries as results of physical abuse are discussed, with an emphasis on differentiating between inflicted and accidental injury. Medical conditions that can mimic abuse are also discussed. Cultural folk medicine practices that can be seen as abuse are addressed, as well.

### **Child Physical Abuse: Fractures and Bone-Related Injuries (5.5 hours)**

This workshop focuses exclusively on fractures and other bone-related injuries, including skull fractures, suspected to be from inflicted injury. Handouts, lecture, large group discussions, and case examples that provide a comprehensive look at the parameters of this type of child maltreatment are utilized, with an emphasis on differentiating between inflicted and accidental injury. Bone-related medical conditions that can mimic inflicted injury are addressed. This workshop includes anatomy and terminology discussion.

### **Cowboy Ethics: What can Marshall Dillon and the Cartwrights Teach Counselors and Social Workers about Ethics? (3 hours)**

This workshop will identify and explore the 10-Cowboy Ethics. These ethics will be analyzed as we identify and explore the similarities between Cowboy Ethics and the 11-Principle/Virtue Ethical principles that Social Workers and Counselor follow according to the Ethic codes and standards of the CSWMFT Board of Ohio.

Case examples will highlight examples of Hollywood Cowboys and discussions will occur as to how our ethical standards are similar and how our code of behavior overlaps. Small group and large group discussions will occur and ethical dilemmas that counselors and social workers anticipate will be discussed. An Ethical Decision Model will also be explored to assist in understanding ethical dilemmas. The computer game Kahoot will be played, and trainees will need a 2nd handheld device to log into the game page (Kahoot.it). The game questions will pertain to this workshop. Different platforms will be used during this Virtual workshop (Padlet, Mentimeter, and Doodly films).

### **De-escalation Skills for the Human Services: Enhancing Safety through Verbal and Nonverbal Interventions (5.5 hours)**

This class is designed to give caseworkers and others the skills and practice necessary to de-escalate angry and aggressive people. These skills are designed to enhance worker safety and improve communication with others. The training will address strategies for conflict resolution and workplace violence. According to the Occupational Safety and Health Administration, "Workplace violence is any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site. It ranges from threats and verbal abuse to physical assaults and even homicide."

Direct service workers are faced with many volatile situations where verbal violence, harassment and intimidation are not uncommon. Because of this, it's essential that workers, who must also display patience, empathy, compassion, and a genuine desire to help people in crisis, learn and skills to help clients regulate their emotional intensity in the moment. Understanding and identifying the stages of escalation and aggression can help employees respond more effectively. Ultimately, learning to regain control of the situation before it becomes violent benefits everyone involved. Whether the escalated individual is angry, suicidal, dealing with a



mental health crisis or under the influence of substances, the implementation of de-escalation strategies is effective in helping the parties communicate more efficiently and avoid harm.

## **Applying Personal Values and Diversity Considerations to Child Sexual Abuse**

### **Cases (3.75 hours)**

In this course, you will gain a deeper understanding of the impact your personal values and beliefs may have on your work with child sexual abuse cases and learn how to effectively navigate working with diverse populations. Come to this workshop open and prepared to explore your own values and implicit biases, as well as common stereotypes and beliefs.

**\*\* Approved for Ethics\*\***

**Part of the Sexual Abuse Intervention Series Curriculum**

**Self-Directed Pre-Reg: Key Concepts of Diversity, Equity, and Inclusion (1 hour)**

### **Fentanyl Use in America: Playing with Poison (5.5 hours)**

Fentanyl is a powerful synthetic opioid that is believed to be fifty to one hundred times stronger than morphine. Although Fentanyl was originally developed for the treatment of severe pain, in more recent years this drug has been associated with the escalation of drug related overdoses across the United States. This training will offer an overview of the drug Fentanyl and explore the correlation between this substance and the increase in drug overdose deaths. In addition, this training will highlight the strong addictive qualities of this substance and discuss research supported treatment strategies to assist person who present with substance use disorders of Opiates/Fentanyl.

### **Motivational Interviewing: Preparing Clients for Change (2.75 hours)**

Child welfare workers are frequently challenged by a client's lack of motivation to change negative behaviors that have contributed to safety issues or risk of maltreatment of their children. This is particularly true in the case of individuals who are struggling with substance use disorders.

Motivational interviewing is an evidence-based counseling style which adopts a brief intervention format, using critical elements that serve as catalysts for motivation and change. Motivational interviewing addresses how to strengthen client intrinsic motivation to change and reduce ambivalence. This workshop serves as an introduction to motivational interviewing and gives participants the basic tools necessary to incorporate this intervention into their practice.

### **Trauma Informed Care: The Neuroscience of Trauma and Resilience (5.5 hours)**

Participants will learn about the individualized nature of trauma, and how our clients' trauma responses can present as myriad maladaptive behaviors or symptoms. Using Dr. Bruce Perry's Neurosequential Model of Therapeutics and an orientation to Developmental Trauma, trauma will be explained from a biological perspective as well as an emotional one. We will learn how the brain is shaped by life experiences and discuss neuroplasticity in the context of both trauma and resilience. Participants will learn the importance of assessing for trauma to ensure trauma-responsive interventions and how to teach families about the impact of trauma on behavior, emotions, thinking, and relationships. They will learn how to deliver Trauma-informed care in their interactions with clients and will learn how to enhance resilience for both clients and themselves.

### **Addressing Reoccurring Mental Health Issues in Families (5.5 hours)**

This workshop will identify mental health disorders that are prevalent in child welfare. An exploration of the Diagnostic and Statistical Manual (DSM) statistical data, categories, and criteria will occur. Critical analysis of each of the disorders will take place through case examples from Toy Story and other Hollywood films. Group discussions will be utilized to facilitate further exploration of the psychological disorders. Discussions will focus on childhood disorders (primarily ADHD and oppositional defiant disorder), adult disorders (primarily adjustment disorder and depression), and post-traumatic stress disorder, which affects both children and adults. Large and small group discussions will facilitate transfer of learning.

### **Domestic Violence: Facts and Fundamentals (11 hours)**

Despite the growing prevalence of domestic violence in our society, it remains one of the most under-reported crimes in the United States. Unfortunately, the secrecy surrounding the issue of intimate partner violence has only served to perpetuate many myths and misconceptions about the causes and treatment of domestic violence. Child welfare professionals are commonly some of the first professionals who serve families in which domestic violence is present. Therefore, child welfare professionals must maintain competencies for working with all parties in domestic violence cases.

This educational curriculum offers an overview of domestic violence. Participants will be exposed to the dynamic of domestic violence, specific laws that address domestic violence in the state of Ohio, as well as specific strategies for assessing risk in domestic violence cases and developing and implementing safe plans once domestic violence is identified.

**Completion of this learning meets OAC training requirements (5101:2-33-55; 5101:2-33-56) for domestic violence.**

### **Stressing Stress (5.5 hours)**

Stressing Stress is a practical approach to dealing with stress. The focus will be on discovering how stress works, and how we can work through issues of stress to prevent burnout. The participants will get a chance to apply what they are discovering and create a self-care plan. This workshop explores the sources of stress impacting our life. Participants will develop new skills to deal with stress in their family (marriage, kids, etc.) The skills will help them cope with life.

### **Ethics of “The Office”: Lessons Learned from Employees of Dunder Mifflin (3 hours)**

Scholars and ethicists took notice when PBS affiliate WVIA in Scranton, Pennsylvania released its documentary: “The Office: An American Workplace.” Never has there been such an in-depth, candid, and long-running audio-visual examination of workplace conduct – And there is much that social service professionals can learn from the award-winning biopic. In this workshop, participants will examine the ethical breaches of Dunder Mifflin employees, as well as similar breaches by licensed professionals in Ohio and other states and explore ways to mitigate our own risk through the application of state and national codes and resources.