

# Don't Stop Believing:

The Work Continues



Millersville University

SCHOOL OF SOCIAL WORK  
BASW • MSW • DSW

Pennsylvania Association of

**PASSWP**

School Social Work Personnel



**November 17<sup>th</sup> & 18<sup>th</sup>**

**7:00 am to 4:00 pm**



**Millersville University,  
Gordinier Hall, 40 James St,  
Millersville, PA**

# 2025 CONFERENCE



Pennsylvania Association of  
**PASSWP**  
School Social Work Personnel

**PASSWP** welcomes any professional who is interested in attending and we especially invite social workers, home and school visitors, psychologists, school counselors and graduate students.

 <p><b>Members:</b> \$190 (2 days) \$110 (1 day) <b>Non-Members:</b> \$230 (2 days) \$150 (1 day) <b>Students:</b> \$40 (BA, BSW, MSW)</p>	 <p><b>Millersville University Gordinier Hall &amp; Bolger Conference Center</b> 40 James St. Millersville, PA 17551 <b>Monday, November 17<sup>th</sup> &amp; Tuesday, November 18<sup>th</sup></b></p>	 <p>Register at <b>PASSWP.com</b> Receive up to <b>11.5 CEs/Act 48</b> 2 CEs are being provided by Family Support Alliance 9.5 CEs provided by PASSWP**</p>
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## General Schedule

### **MONDAY, November 17<sup>th</sup>**

- **7:30-8:30** - Registration/ breakfast
- **8:30-8:45** - Welcome
- **8:45 - 9:45** - Keynote
- **10:00 - 11:30** - Session 1
- **11:30 - 12:45** - Lunch/ Poster & Vendor Fair
- **12:45 - 2:00** - Session 2
- **2:15- 3:45** - Session 3
- **3:45 - 4:00** - Drawing

### **TUESDAY, November 18<sup>th</sup>**

- **7:00-8:00** - Registration/ breakfast
- **8:00-11:15** - Ethics
- **11:15 - 12:15** - Lunch
- **12:30 - 1:30** - Suicide Prevention
- **1:45 - 3:45** - Mandated Reporting

\*You don't need to stay for the mandated reporting session if you don't need the CEs

**Conference fee includes continental breakfast, morning and afternoon snacks/refreshments, and lunch each day**

All cancellations MUST be in writing to Chris Rich: RichC@mhs-pa.org. Individuals sending written requests dated UP TO November 3rd, 2025, will receive a refund minus a 25% administrative fee. There will be no refunds after November 3rd. Personal emergencies will be taken into consideration.

Questions? Email Dee Stalnecker, [dstalnecker@hershey.k12.pa.us](mailto:dstalnecker@hershey.k12.pa.us)

## Erika's Lighthouse: Skills-based Mental health programs to support your students

**Dr. Britnee Weatherspoon is a Prevention and Education Manager at University of Washington Medical Center, a Professor at Cambridge College/Bay Path University, an Educational Consultant and a Professional Community Ambassador for Erika's Lighthouse. Dr. Weatherspoon is extremely passionate about creating healthier school and community environments for underserved populations, ensuring that young people can reach their full potential.**

Research shows that feeling connected to the school community plays a significant role in supporting student mental health. This session will review the data behind youth mental health and will enhance your building's tier 1 intervention strategies around mental health education. We will guide you through establishing a robust tier 1 mental health program that will ensure everyone in your school community has a shared vocabulary that fosters rich conversations and promotes a culture of student well-being. This session will offer tools to enhance mental health education for students in grades 4th through 12th in your school. Participants will be introduced to the free and flexible programs focused on mental health, depression and suicide awareness from Erika's Lighthouse.

**Objective 1:** Understand how to utilize tier 1, universal programming in the early identification & intervention of youth struggling with mental health.

**Objective 2:** Identify key components of depression/suicide prevention programs and how to effectively implement in a school setting.

**Objective 3:** Be able to access free resources and materials to implement effective mental health programming in your school.

## Building School Community with Family Group Time

**Dr. Jen has been a school social worker with the Owen J. Roberts School District for 24 years. Her focus has been removing barriers to help all the tiny human and their families succeed. She is also an adjunct professor at West Chester University teaching in the BSW and MSW programs, focusing on school social work. She is a wife and a mother to an amazing 15 year old daughter. When she is not in school, you can find her at yoga class, in her garden or traveling with her family and friends.**

This interactive session explores the use of Family Group Time as a structured, school-wide practice designed to foster a strong sense of community within elementary schools. Family Group Time brings together small, mixed-grade groups of students, facilitated by school staff, to engage in relationship-building activities, social-emotional learning, and community-building conversations. School social workers play a key role in guiding, supporting, and modeling these sessions to ensure that all students feel safe, valued, and connected. This approach enhances school climate, reduces behavioral issues, and strengthens students' interpersonal skills. Participants will leave equipped with practical tools to help implement and sustain Family Group Time in their own settings.

**Objective 1:** Explain the purpose and structure of Family Group Time in an elementary school setting.

**Objective 2:** Identify strategies to facilitate inclusive, engaging, and developmentally appropriate activities in multi-age student groups.

**Objective 3:** Describe the SSW's role in supporting and sustaining community-building initiatives through Family Group Time.

## It Takes a Village: Mobilizing Trauma-Informed Collaboration with Schools and Child Advocacy Centers

**Drew Krantz, PsyD, LPC, NCC is a Licensed Professional Counselor and is the Behavioral Health Supervisor at the UPMC Child Advocacy Center of Central PA. He is the owner of Restoring Joy Counseling & Consulting, LLC, a practice that provides therapy, consultation, and training in secondary traumatic stress. He is a certified trainer in the Components for Enhancing Career Experience and Reducing Trauma (CE-CERT) model. He also leads several trauma-informed care programs in central PA.**

**A dedicated child advocacy specialist and mental health professional, Kate Herr brings years of experience supporting vulnerable youth through trauma-informed care. Passionate about equity and empowerment, she combines clinical insight with systemic advocacy to promote lasting change. Kate currently works in Harrisburg, PA at the UPMC Child Advocacy Center of Central PA where they collaborate with families, schools, and community partners to uplift children's voices and well-being.**

Children and families experiencing trauma often face complex, interwoven challenges that extend far beyond the school walls. School social workers are uniquely positioned to serve as bridges between educational systems and the broader community, specifically Child Advocacy Centers (CAC). This session will explore how intentional, trauma-informed collaboration between schools and CACs can create a safety net of support that is both sustainable and culturally responsive. Drawing on real-world case studies and best practices, the presentation will highlight strategies for building effective partnerships CACs.

**Objective 1:** Summarize the purpose and role of a Child Advocacy Center (CAC).

**Objective 2:** Highlighting the importance of a community-based approach to the needs of children and families experiencing trauma.

**Objective 3:** Identify best practices for ways for schools and CACs to collaborate to support families experiencing trauma.

## “Anything and Everything:” An Analysis of Role Ambiguity in Pennsylvania School Social Work

**Jen Hoffa is a certified 5–8 school social worker in the Governor Mifflin School District (PA), with 20+ years of experience in behavioral health, child welfare, healthcare, and education. She holds advanced trauma-informed training and is a member of PASSWP, PASAP, SSWAA, and Alpha Epsilon Lambda, Gamma Chapter. Jen earned her Doctorate in Social Work (DSW) from Kutztown University, where her dissertation focused on school social workers' roles and responsibilities across Pennsylvania.**

Through the lens of role theory and over a century of evolving school social work practice, this session explores how the duties of school social workers align—or conflict—with national standards and state certification guidelines. Drawing on findings from a Pennsylvania-based study, participants will examine key areas of convergence and divergence between expectations and real-world practice, with implications for policy, advocacy, certification, and professional development.

**Objective 1:** Examine the origins and progression of school social work to understand how historical trends have shaped current expectations and role definitions.

**Objective 2:** Reflect on your own role and responsibilities as a school social worker in relation to national and state standards.

**Objective 3:** Apply research findings to inform advocacy efforts, improve induction and certification processes, and support ongoing professional development for school social workers.

## A Panel Discussion: Supporting Student Attendance

**Trish Moody, HSV has served as the Home & School Visitor and Secondary Student Assistance Program Coordinator for the Lower Dauphin School District for the past 21 years. She holds a Master's degree from Shippensburg University and earned her Home & School Visitor certification through Marywood University. Trish is deeply involved in the school and local community, serving as a board member for Communities That Care, an advisor for the LD Youth Advisory Committee and Best Buddies Program, and the team leader of the Lighthouse Team for the Leader in Me social-emotional learning initiative.**

Join a panel of experienced Pennsylvania Home and School Visitors (HSVs) as they share effective practices for improving student attendance, designing meaningful School Attendance Improvement Plans (SAIPs), and ensuring legal school district residency. This interactive session will provide practical insights, foster peer collaboration, and highlight strategies that are making a difference in districts across the state. **Attendees are encouraged to bring their own attendance improving strategies, SAIPs, and residency paperwork.**

**Objective 1:** Explore HSV-led strategies and interventions that have positively impacted student attendance

**Objective 2:** Examine the structure and components of SAIPs, 1302's, and Multiple Occupancy Agreements, currently being used in various school districts.

**Objective 3:** Identify strategies for supporting attendance among students experiencing homelessness under the McKinney-Vento Act.

## Using the Dove Self-Esteem Project in Your Comprehensive School Social Work Program

**Dr. Britnee Weatherspoon is a Prevention and Education Manager at University of Washington Medical Center, a Professor at Cambridge College/Bay Path University an educational consultant and a National Cadre Trainer for the Dove Self-Esteem Project. She has over ten years of experience working in public health, health promotion, community health, school health, and education. Dr. Weatherspoon's passion and experience align with incorporating the Centers for Disease Control and Prevention's Whole School, Whole Community, Whole Child framework to improve school health policies and practices.**

The Dove Self-Esteem Project (DSEP) offers several no-cost resources designed for educators including school social workers to help their students improve low self-esteem, body confidence, and help them reach their full potential! All lessons align with the NHES and correlate with specific NASW Standards for School Social Work Services. This 90-minute workshop will include a lecture with interactive slides, a large group discussion and breakout activities

**Objective 1:** Learn the social mission of the Dove Self-Esteem Project.

**Objective 2:** Understand how body image impacts our youth.

**Objective 3:** Learn how to utilize the Dove Self-Esteem Project in a comprehensive school social work program.

## Empowering Potential: The Vital Role of School Social Workers in Special Ed.

**Taylor Boland is a Licensed Social Worker with 7 years of social work experience. She currently serves as the School Social Worker at Conrad Weiser Area School District's full-time Emotional Support school, Weiser Decisions, where she has worked since 2019. Taylor serves as a board member for PASSWP and previously the President of the Family Promise of Berks County Board of Directors.**

This presentation focuses on the school social worker's role in special education such as writing and implementing successful IEP goals, special education group facilitation, and strategies to build connections with students. This presentation will interactively use modeling techniques that encourage engagement and activities of varying styles that will give everyone time to practice the skills discussed.

**Objective 1:** Gain an understanding of IEPs, Special Education Language and the role of a social worker in special education.

**Objective 2:** Understand and demonstrate the ability to write measurable goals to meet student's identified needs.

**Objective 3:** Learn new connection building and de-escalation techniques to applied with students.

## Community Collaborations to Remove Barriers to Service Access

**Lindsay Knepp is the Strategic Partnerships Manager at Catherine Hershey Schools for Early Learning where her role is to connect centers with local organizations that provide resources to support CHS families, staff, and community leaders. Lindsay has worked as a licensed social worker in educational settings for over 15 years. She holds a B.A. in Sociology/Criminology, a Master of Social Work, and a Master of Education in Trauma and Resilience.**

During this session we will explore how to identify and address obstacles that prevent individuals from accessing essential services. Participants will learn to assess community demographics and needs, understand available local and county-level resources, and navigate service systems effectively. The course emphasizes building strategic partnerships, leveraging technology, and using feedback to enhance collaboration and improve service delivery for under-served populations.

**Objective 1:** Understanding the Population in Your Program and the Barriers to Service Access.

**Objective 2:** Knowing What is Available in Your Community/County.

**Objective 3:** Strategies for Utilizing Resources and Improving Collaboration

## Utilizing Technology to Build School-Family Connections

**Dr. Ken Smythe-Leistico is the Director of Field Education (MSW) and Associate Professor in the Department of Social Work at Carlow University. His areas of expertise include parent-family-community engagement, school performance/attendance initiatives, and non-profit communication strategies. He is the Co-Director of Carlow's Strength-Based Mental Health grant and PI of the Carlow Community Scholars Program. The program aims to support Carlow students aging out of foster care or who have experienced homelessness.**

Poor school attendance in the early grades is predictive of poor subsequent educational outcomes. We implemented a two-way, text-based parent-school communication system utilizing social work interns to encourage daily attendance and provide support and referral to tangible barriers families face. Results and implications for scale up will be presented.

**Objective 1:** Recognize the difference between the following attendance terms: Student Daily Average, Truancy, Chronic Absence.

**Objective 2:** Attendees will be able to identify the three systemic categories of school absenteeism.

**Objective 3:** Attendees will be able to describe the key components of a text-based family outreach program.

## The Dynamic Duo: Understanding How School Social Workers and School Counselors Collaborate

**Leanne Eckenrode is an experienced Social Work Services Coordinator with a background in managing educational programming and leading large teams. She oversees Social Work services for Reading School District and manages a department of 43 social workers, ensuring the provision of comprehensive support services that align with educational goals and student needs. Leanne holds a Master and Bachelor of Arts in Social Work from Millersville University. She is also certified in School Social Work PK-12 and Principal PK-12.**

**Melissa Gillard is the Coordinator of School Counseling Services for Reading School District, overseeing 50 K-12 school counselors. A school counselor since 2016, she also brings a decade of prior experience in youth mental health. Melissa leads efforts to enhance comprehensive student services programs that support students' academic, social-emotional, and career development. She holds a Master's in School Counseling from Kutztown University and a Bachelor's in Child Development from Indiana University of Pennsylvania.**

Student mental health challenges demand proactive, comprehensive support systems. This session clarifies the distinct, yet often overlapping, roles of school counselors and social workers. Learn how to leverage your student services team to create a tiered support system that addresses student needs from prevention to intensive intervention. Discover practical strategies to transition from a reactive to a proactive approach, foster collaboration, and build a robust student services program that ensures all students thrive.

**Objective 1:** Define the roles and responsibilities of school counselors and social workers in student support..

**Objective 2:** Develop a shared vision and collaborative framework for student mental health

**Objective 3:** Create a tiered support system that addresses student needs from prevention to intensive intervention.

## Grief Sensitive Schools

**Patti Colucci has been a social worker since 1994 and is currently a school social worker at Perkiomen Valley School District (since 2010). She recently earned her doctorate in social work, serves on four boards and is the President/ Founder of a nonprofit organization to support families grieving a loss from cancer (Cancer Legacy in Action Projects).**

Join us for a transformative session to empower school social workers with the knowledge and skills to navigate sensitive topics like death, loss, and grief. This session offers a brief presentation of my doctoral research on the effectiveness of (social work led) professional development for school staff related to death, loss, and grief. We will discuss the grief sensitive school initiative and the resources available to school social workers. We will also dispel some commonly held myths and beliefs on this topic.

**Objective 1:** Enhanced Understanding & Knowledge: Learn about the impact of death and grief on students of different ages and de-bunk some myths and beliefs.

**Objective 2:** Practical Strategies: Equip yourself with tools to provide compassionate and effective support.

**Objective 3:** Collaborative Learning: In a supportive environment, share experiences and insights with fellow school social workers.

## Inclusive Practices for Students Affected by Incarceration, Substance Use, and Violence

**Kayla Weiler, LCSW has expertise in addiction, forensic social work, and acute behavioral health services. She has spent 14 years in the field with a number of diverse populations throughout Lancaster County. Kayla is a first-year doctoral student with Millersville University, and is focusing her studies on health equity and intersectionality between race, gender, and class and it's impact on positive health behaviors.**

This presentation aims to provide school personnel with the knowledge and skills to create inclusive and supportive environments throughout their institution for students who may be impacted by incarceration, substance use, and violence in their communities. These social issues impact student's mental health, behaviors, and their overall academic performance, and disproportionately impact students of color. By creating inclusive environments that are rooted in trauma-informed care, schools can reduce stigma, foster healing, and improve student outcomes, particularly for vulnerable populations.

**Objective 1:** Understand the impact of incarceration, substance use, and violence on student's academic and social development.

**Objective 2:** Learn strategies to implement inclusive practices in the school system, specifically trauma-informed and restorative justice.

**Objective 3:** Enhance skills in supporting students that promote safety and resilience, and enhance their academic success.

## Social Capital: What's in Your Families Wallets?

**Dr. Dee Stalnecker is a school social worker at Derry Township School District in Hershey, PA. She completed a DSW through Millersville University and her dissertation, Revisiting the Visiting Teacher: A Historical Analysis of School Social Work Identity. Her published work and professional development presentations are focused on areas of home visiting, perceptions of school colleagues about school social work, and educational funding. She is also an MSW graduate of Temple University, PA licensed social worker, a board certified behavior analyst and a board member of the Pennsylvania Association of School Social Work Personnel (PASSWP).**

This session will explore the concept of social capital—the networks, relationships, and norms that shape community cooperation and support—and how it can be a powerful lens for school social workers seeking to better understand families and enhance engagement efforts. Participants will examine the types of social capital (bonding, bridging, and linking) and how these influence a family's access to resources, trust in institutions, and capacity for school involvement. The session will emphasize culturally responsive strategies to engage families from diverse backgrounds and strengthen connections between home, school, and community.

**Objective 1:** Analyze how social capital impacts family engagement, trust in schools, and student success.

**Objective 2:** Apply strategies to build social capital in under-served or marginalized families to foster authentic partnerships.

**Objective 3:** Participants will explore their own social capital networks to deepen self-awareness and understand how personal experiences influence their approach to family engagement.

## When Caring Hurts: Managing Secondary Traumatic Stress and Burnout in the Helping Professions

**Jess is a school social worker in the Reading School District. She has 19 years of experience in the field, previously working in child welfare, assisted living, and emergency mental health. Her passion lies in trauma-informed care and suicide prevention, particularly in the school setting. She is involved with SSWAA, PASSWP, NASW, and NASW-PA. She earned her DSW from Kutztown University; her dissertation focused on the use of trauma-informed practices by Pennsylvania's school social workers.**

**Jen Hoffa is a certified 5–8 school social worker in the Governor Mifflin School District (PA), with 20+ years of experience in behavioral health, child welfare, healthcare, and education. She holds advanced trauma-informed training and is a member of PASSWP, PASAP, SSWAA, and Alpha Epsilon Lambda, Gamma Chapter. Jen earned her Doctorate in Social Work (DSW) from Kutztown University, where her dissertation focused on school social workers' roles and responsibilities across Pennsylvania.**

What happens when the work you love begins to hurt you? Being empathetic and creating relationships is the crux of our work, but this and hearing the traumatic stories our clients tell us can be detrimental to our health and mental health. Working with trauma-exposed individuals, especially children, can lead to secondary traumatic stress (STS). This session explores STS signs, symptoms, and risk factors, and helps participants develop a practical self-care plan to reduce burnout, improve resilience, and enhance care quality.

**Objective 1:** Recognize the signs of secondary traumatic stress and burnout in their own and others' practice.

**Objective 2:** Be able to list at least 3 risk factors and 3 protective factors for STS for those in the helping professions.

**Objective 3:** Create a draft of a self-care plan that they can implement immediately upon return to their agency or school.

## Transtheoretical Model Application and Adolescents with Truancy Concerns

**Gina Piombino is a passionate school social worker, therapist, and mental health specialist in the Philadelphia area. She enjoys presenting social justice practice lectures and adolescent mental health topics at the secondary and higher education levels. Within the community, Gina has spent the past two decades joining students and families in conversations, therapy, suicide risk assessments, crisis intervention, and in gaining access to mental health and social service resources via school and managed care systems.**

In this interactive session, participants will deconstruct and critique the current truancy practices that impact their students from marginalized populations. We will explore the language and practices used to oppress their students and how to mitigate those challenges. Participants will walk away with strategies to enhance their knowledge of joining with students in sessions to provide culturally humble care. They will also find renewed compassion and companionship in this difficult work of challenging the macro level systems as well as providing their students with an application in their allyship within the educational system.

**Objective 1:** Participants will learn what TTM is and how to use it.

**Objective 2:** Participants will learn how to critique their school district truancy policies using critical race theory (CRT).

**Objective 3:** Participants will learn how to challenge their current systems and how to create change.

**Tuesday, November 18<sup>th</sup>**

**Session 1 – 8:00–11:15**

**Ethics CE – Social Work Ethics and Artificial Intelligence- To Boldly go where no Social Worker has Gone Before**

**Chris Rich has been practicing social work for over 30 years. Currently employed at the Milton Hershey School (MHS), he has experience working with children and adolescence in a variety of settings such as in-patient and partial hospital, in-home and school settings. He holds a Bachelor of Arts degree in Psychology from Messiah College and a Masters of Social Work from Marywood University. He is currently serving as the Chair of the NASW-PA Ethics Committee and was the President of the NASW-PA Board from 2009–2011. is also an active member of PASSWP, the Pennsylvania Association of School Social Work Personnel.**

This workshop will focus on the ethical considerations in social work practice as AI becomes more prevalent in our field.

**Objective 1:** Participants will explore the use of AI tools in social work practice

**Objective 2:** Participants will evaluate the risks and benefits of AI in social work practice

**Objective 3:** Participants will apply ethical decision making models to scenarios involving AI and social work

**Session 2 – 12:30–1:30**

**Suicide Prevention CE – Dancing with the Darkness to Find the Light**

**Dr. Jessica Weiss, LCSW, CCTP has been in the field for approximately 28 years. She is a licensed outpatient therapist at SunPoint Counseling and adjunct professor at Millersville University in their School of Social Work program. Dr. Weiss previously worked as a school-based outpatient therapist for 12 years with T.W. Ponessa. She is a committee member for 3 years of the Positive Change Conference with Compass Mark. Her therapy space welcomes people of all genders, sexualities, cultures, religions, and diverse relationships arrangements utilizing strengths based, non-judgmental therapist who walks with her clients to meet their goals.**

This training is designed to teach and help professionals further developing their understanding on how to assess, intervene, and utilize internal and external resources for on-going support to individuals contemplating suicide. This includes professionals in various roles within the school setting. There will be lecture and some discussion on how to recognize the signs of passive and active suicidal ideation, along with potential desire to move further into planning. The most important intervention is usually to sit with the "darkness" and talk with it, which engages the individual to find their hope light rather than continue to sit alone in the hurt. This training will provide ways to do this effectively, so that interventions do not only have to be purely crisis oriented and can be from an on-going, thoughtful therapeutically inclined care.

**Objective 1:** Participants will be able to list at least 3 ways to differentiate between passive and active suicidal ideation.

**Objective 2:** Participants will be able to understand the importance of "talking with the darkness" that is setting in triggering thoughts of suicide rather than only addressing it from just crisis management perspectives.

**Objective 3:** Participants will be able to know how to walk through a safety plan, including who to contact to ensure the individual has external supports present while continuing to remind them to engage in internally resources too.

**Session 3– 1:45–3:45**

**Mandated Reporting CE –Recognizing and Reporting Child Abuse**

**PA Family Support Alliance is the recognized leader in Pennsylvania for mandated reporter training. They train thousands of mandated reporters each year. PAFSA developed the first state-approved curriculum to train mandated reporters in how to recognize and report child abuse. They also have developed training on child neglect and how to respond if a child discloses abuse. All of PFSA's mandated reporter training curriculums are approved by the Department of Human Services, Education, and State and meet all requirements for mandated reporters to receive training in recognizing and reporting child abuse (including ACT 126). Certificates are provided to each participant upon completion of the training and (upon request) we will upload confirmation of your training to the Department of State or Education for CE fulfillment under ACT 31 and/or ACT 48.**

This two-hour training is designed specifically for those with a health-related license, who need two hours of mandated reporter training to renew their license under ACT 31. This training provides an overview of the information provided in the "Recognizing and Reporting Child Abuse" training, with clinical case-studies included.

All of PFSA's mandated reporter training curriculums are approved by the Department of Human Services, Education, and State and meet all requirements for mandated reporters to receive training in recognizing and reporting child abuse (including ACT 126).

**Objective 1:** Identify the signs and symptoms of child abuse and neglect across all school settings.

**Objective 2:** Apply mandated reporting laws, including ACT 31 and ACT 126, to real-world case scenarios.

**Objective 3:** Demonstrate understanding of the legal and ethical responsibilities of health-related professionals as mandated reporters.

# MONDAY, NOVEMBER 17TH

7:30 - 8:30

Registration/Breakfast

8:30-8:45

Welcome

8:30-8:45

Keynote Speaker

Session 1

10:00-11:30

Session 2

12:45 - 2:00

Session 3

2:15 - 3:45

Erika's Lighthouse: Skills-based Mental health programs to support your students

11:30 - 12:45

LUNCH

Using the Dove Self-Esteem Project in Your Comprehensive School Social Work Program

Grief Sensitive Schools

Building School Community with Family Group Time

Empowering Potential: The Vital Role of School Social Workers in Special Ed.

Inclusive Practices for Students Affected by Incarceration, Substance Use, and Violence

It Takes a Village: Mobilizing Trauma-Informed Collaboration with Schools and Child Advocacy Centers

Community Collaborations to Remove Barriers to Service Access

Social Capital: What's in Your Families Wallets?

"Anything and Everything:" An Analysis of Role Ambiguity in Pennsylvania School Social Work

Utilizing Technology to Build School-Family Connections

When Caring Hurts: Managing Secondary Traumatic Stress and Burnout in the Helping Professions

A Panel Discussion: Supporting Student Attendance

The Dynamic Duo: Understanding How School Social Workers and School Counselors Collaborate

Transtheoretical Model Application and Adolescents with Truancy Concerns

3:45-4:00

Drawing

# TUESDAY, NOVEMBER 18TH

7:30 - 8:30

Registration/  
Breakfast

8:00-11:15

Ethics  
CE

LUNCH - 11:15 - 12:15

12:30-1:30

Suicide Prevention  
CE

1:45-3:45

Mandated Reporter  
CE

\*\*PASSWP is approved by the Pennsylvania State Board of Social Workers (Section 47.36), Marriage and Family Therapists (Section 58.36) and Professional Counselors (49.36) to offer continuing education for social workers, marriage and family therapists and professional counselors. PASSWP maintains responsibility for the program(s). (State Provider Approval # SWPR 00440)

# VENUE

## Millersville University

Gordinier Hall & Bolger Conference Center  
40 James St.  
Millersville, PA 17551

# HOTEL ACCOMODATIONS

## Candlewood Suites Lancaster West by IHG

100 S. Tree Dr  
Lancaster, PA 17603  
(717) 537-2050

\*\*Book with hotel block [here.](#)

## Days Inn & Suites by Wyndham Lancaster Amish Country

2929 Hempland Rd,  
Lancaster, PA 17601  
(717) 925-8667

## Extended Stay America Suites - Lancaster County

314 Primrose Ln,  
Mountville, PA 17554  
(717) 285-2500