

 <p>Michigan Department of Human Services</p> <p>CSA</p> <p>Children's Services Administration Communication</p>	Type: <input type="checkbox"/> Informational Memoranda (IM) <input checked="" type="checkbox"/> Program Instruction (PI) <input type="checkbox"/> Policy Guide (PG)
	Issuance Date: 11/5/12 Obsolete Date: 9/30/13
	Response Due: n/a
	Log No.: 12-168
	Contact: Laura Schneider; schneiderl@michigan.gov - 313 720 7263
	Originating Office: Workforce Development and Training
	Subject/Title: In-Service Training FY 2013
	Distribution: <input checked="" type="checkbox"/> DHS Child Welfare Staff <input checked="" type="checkbox"/> BCAL <input checked="" type="checkbox"/> Private Agency Child Welfare Staff <input checked="" type="checkbox"/> CWTI <input checked="" type="checkbox"/> CSA Central Office Managers/Staff <input checked="" type="checkbox"/> SACWIS <input checked="" type="checkbox"/> Native American Tribes <input type="checkbox"/> Data Management <input type="checkbox"/> Other:

IN-SERVICE TRAINING

All children's protective services, public and private foster care and adoption caseworkers must complete 32 hours of in-service training this fiscal year (10-1-12 through 9-30-13). In-service training provides ongoing support and development for staff after completion of pre-service training. The caseworker's supervisor should identify training needs for their staff and create a plan to meet those needs. (Refer to the 2011-09-16 Training Plan memo, Log 11-004). It is expected that caseworkers satisfy **the 32 hour training requirement by August 1, 2013**. This strategy will allow time at the end of the fiscal year to account for unexpected absences, etc.

Local In-Service Training

Local offices are encouraged to provide training opportunities for caseworkers based on local or regional needs and resources. Local partners presenting about services, or providing training that enhances knowledge or skills for staff working with children and families, does count toward in-service training hour requirements. However, the following activities do not count toward in-service training hours:

- Routine staff meetings
- Coursework completed toward a degree
- Reading a book
- Watching a movie

There are training options from the Department of Human Services, the Prosecuting Attorneys Association of Michigan, the State Court Administrative Office and other organizations. Many of these trainings can be located by browsing the folders in the child welfare learning management system OmniTrack Plus (also referred to as OTP or JJOLT). Review the 2012-10-22 Child Abuse and Neglect (CAN) Grant memo (Log 12-167) to learn about funding to pay for training.

University In-Service Training

There are many courses offered free of charge for DHS CPS, foster care and adoption workers and DHS contracted private agency foster care and adoption workers on a first come, first serve basis. These trainings are hosted by the seven Michigan schools of social work with MSW programs. See the attached University In-Service Catalog and watch for the next full catalog of 2013 courses to be mailed to your agency in December. These sessions are chosen each year to address trends in child welfare and build competency around the skills needed to be a successful caseworker. They are offered throughout the state and led by university professors, and other trainers who are experts in their fields. See page nine of the catalog for five online courses also offered free of charge by Michigan State University, that can be accessed at <http://socialwork.msu.edu/ceu/child-welfare-training/>.

Online Learning

Online or web-based training can count toward in-service training hours. The Office of Workforce Development and Training, Child Welfare Training Institute (CWTI) offers almost 200 online courses free of charge that can be taken from any computer at any time.

CWTI eLearning

These classes, developed with Michigan law and DHS policy, are located in OTP in the In-Service>eLearning folder. Once every slide of the training is viewed, take the exam. Only by passing the exam does credit go onto a person's transcript and the hours included in the In-Service Training Hours report.

Essential Learning

Essential Learning by Elevate offers 150 child welfare courses that are not Michigan-specific, but offer information on working with people in crisis, those with mental health or substance abuse histories, and many other helpful topics. A list of these courses is attached. These classes can be found in OTP by choosing the Essential Learning Classes folder. Once inside the Essential Learning system, choose "Find Courses," click a course to read a description, or choose "Enroll Now" to take the course. A message will be received "You have successfully registered for your chosen course(s)." From the My Learning tab, choose "View Courses and Events." Click the class name and the training presentation will launch. Take the exam at the end of the presentation. Only by passing the exam does credit go onto a person's transcript, and the hours included in the In-Service Training Hours report. To learn more about Essential Learning, visit

<http://www.michiganchildwelfaretraining.com/EssentialLearning.aspx>.

DOCUMENTING IN-SERVICE TRAINING

OTP is the primary data source for reporting training requirements under the Modified Settlement Agreement (MSA). If identified in OTP as a CPS, foster care, adoption, DHS monitoring worker or supervised independent living caseworker, the person will be included in the In-Service Training Hours data report (the report excludes those who complete PSI within the fiscal year). Accuracy of OTP information is essential for tracking, monitoring and reporting. Each office has a training facility coordinator (TFC) who has administrative access to the OTP system and can assist with training records.

OTP Profile

The TFC should update a staff profile when a person:

- **is new to child welfare casework, or child welfare supervision**, the training track start date should reflect the date a person starts providing services in this capacity, and **should not be changed** if merely changing programs or offices (including when moving from private to public offices and vice versa),
- **changes the program** they work in, e.g. moves from CPS to foster care. The TFC should add any training tracks that are applicable and remove any that are no longer applicable (do not remove the "optional" track from any profile),
- **changes supervisors**. In order for the supervisor to have access to retrieve transcripts of those supervised, or run the In-Service Training Hours report for their staff, the person's supervisor must be accurately identified in OTP, or
- **changes their physical office location**.

To change an OTP user profile electronically, visit the CWTI website at <http://www.michiganchildwelfaretraining.com/> and choose "Request a user-id" check "Change Request" at the top of the form.

The CWTI Help Desk should be contacted to update a staff profile upon termination, resignation or retirement.

CWTI Training

For any CWTI eLearning or Essential Learning online training completions, as long as the exam was passed, these hours will automatically add to total in-service training hours and individual transcripts in batches every evening. If registration for classroom training occurs via OTP, the trainer will provide a sign in sheet. Sign-in to receive credit for completion. CWTI will document completion for these trainings within two weeks of the end of training. If the documentation is not reflected within two weeks, contact CWTI for resolution.

Local Training

After any classroom training for which registration did NOT occur on OTP, or any online training that was not accessed directly through OTP, submit proof of completion with the Training Verification Form, found at <http://www.michiganchildwelfaretraining.com/Training/Resources/Forms.aspx>, to the TFC. The TFC will record the training completion on OTP via the "Individual Activity Maintenance" or "Activity Detail" screens. The verification paperwork is to be kept on file locally.

Help with OTP

TFCs should refer to the Help User Manual and FAQ at <http://www.michiganchildwelfaretraining.com>, or contact the help desk at DHS-CWTIJOLT@michigan.gov or 313-456-2603 with any questions about documenting training completion on OTP. CWTI offers monthly webinars for TFCs and supervisors. These webinars provide step by step instructions for various OTP functions and individual concerns will be addressed. Register for the "Training Facility Coordinator (TFC) webinar" on OTP.

MONITORING IN-SERVICE TRAINING

Supervisors and TFCs should run the In-Service Training Hours report monthly to monitor the number of in-service training hours caseworkers are completing throughout the fiscal year. Anyone can retrieve their own transcript to see names and dates of training completed; supervisors can retrieve transcripts for anyone known by OTP to be on their staff; and TFCs can retrieve a transcript for all staff in their office.

In-Service Training Hours report

To retrieve the report:

- Log into OTP
- Select Reports
- Select Student Admin Reports
- Select In-Service Training Hours
- Select Fiscal Year
- Select Run and the report will appear in your print queue
- Select View Report

The report:

- Should list all your child welfare caseworkers with MSA in-service requirements except those who have completed PSI within the fiscal year (contact the help desk if staff appear who shouldn't, or do not appear who should).
- Will, at a glance, tell you who is compliant and how many hours each caseworker has completed.

Student Transcript

To retrieve the report:

- Log into OTP
- Select Reports
- Select Student Admin Reports
- Select Student Transcript
- Enter the desired date range, or do not select a date range and the transcript will contain all completed training documented in OTP
- Type first three letters of the person's name, press enter, then select the person from the drop down menu (contact the help desk if someone does not appear on your drop down menu)
- Select Submit Report and the report will appear in your print queue
- Select View Report

All caseworkers are expected to complete a minimum of 32 in-service training hours between 10/01/12 – 8/01/13. In situations where caseworkers are out of the office for an extended time during the fiscal year, e.g. medical leave of

absence, military deployment, or otherwise not carrying a child welfare caseload, contact your Child Welfare Field Operations specialist (DHS staff) or Bureau of Children and Adult Licensing (BCAL) consultant (PAFC staff) to document this leave. If staff transfer to your office during the fiscal year, it is your responsibility to check in-service training hours and to discuss how they will meet minimum requirements by the end of the fiscal year.

Note: Non-caseload carrying staff, such as centralized intake staff, Child Welfare Funding Specialists, Permanency Resource Managers, Juvenile Justice Specialists, Health Liaison Officers and licensing workers are not included in the 32 hour requirement however training hours are highly encouraged. Licensing workers and supervisors must attend both certification and complaint training within the first year, and licensing rules require 14 hours of training for both licensing workers and licensing supervisors per year. All licensing training questions should be directed to BCAL and this training must be recorded locally on OTP.

Attachments

- University In-Service Catalog
- Essential Learning Classes

Essential Learning Courses 2012

Title

A Biopsychosocial Model of Addiction
A Culture-Centered Approach to Recovery
Abuse
ADHD: Diagnosis and Treatment
Adolescent Suicide
Age-Specific Care
Alcohol and the Family
Analyzing Performance and Corrective Action Plans
Anxiety Disorders: Diagnosis and Treatment
Application of the Personal Outcome Measures for Behavioral Health
Application of the Personal Outcome Measures for Children, Youth, and Families with Young Children
Attachment Disorders and Treatment Approaches
Attachment Disorders: Theoretical and Treatment Issues
Attitudes at Work
Barriers to Recovery
Basic Introduction to HIV/AIDS
Best Practices in Substance Use Treatment Compliance
Bipolar Disorder
Bipolar Disorder in Children and Adolescents
Bullying and Emotional Intelligence
Calming Children in Crisis
Case Management Basics
Child Abuse
Child and Adolescent Psychopharmacology
Childhood Disorders
Clinical Supervision: Core Elements
Clinical Supervision: Recovery Model
Clinical Supervision: Special Topics Part 1
Clinical Supervision: Special Topics Part 2
Coaching and Mentoring in the Workplace
Cognitive Behavioral Therapy
Confidentiality of Substance Abuse Treatment
Conflict Management
Co-Occurring Disorders
Crisis Management
Crisis Response for Case Managers
Cultural Diversity

Cultural Issues in Mental Health Treatment
Defensive Driving Training
Depressive Disorders in Children and Adolescents
Developmental Stages: Infancy through Adolescence
Domestic and Intimate Partner Violence
Dual Diagnosis
Early Childhood Mental Health Consultation
Eating Disorders: Diagnosis and Treatment
Eating Disorders: Overview
EEOC & ADA: What Supervisors Need to Know
Effective Communication in the Workplace
Effective Teams
Emergency Preparedness
Engaging Fathers in Children's Lives Part 1: An Overview
Engaging Fathers in Children's Lives Part 2: Communication and Principles of Practice
Engaging Fathers in Children's Lives Part 3: Advanced Techniques
Environmental Safety in the Workplace
Externalizing Disorders: Disruptive Youth
Family Assessment and Intervention
FLSA: What Supervisors Need to Know
Fundamentals of Clinical Supervision
Fundamentals of Fetal Alcohol Spectrum Disorders
Gambling Addiction
General Influenza Prevention and Preparedness
Grief and Loss
Helping Children and Adolescents Cope with Violence and Disasters
HIPAA for Healthcare Professionals: How To Avoid Disciplinary and Malpractice Actions
Hiring and Developing Your Staff
HIV/AIDS
Identifying and Preventing Dependent Adult Abuse and Neglect
Illness Management and Recovery--Evidence Based Practices
Implementing SAMHSA Evidence Based Practices
Integrated Treatment for Co-Occuring Disorders Part 2--EBP
Integrated Treatment for Co-Occurring Disorders Part 1--EBP
Intentional Peer Support: About Peer Support
Internalizing Disorders
Legal and Effective Interviewing
Looking at the Data - Decision-Making around Personal Outcome Measures
Making Parenting Matter Part 1
Making Parenting Matter Part 2

Managing Depressive Symptoms in Substance Abuse Clients During Early Recovery
Managing Employee Performance
Managing Teams
Member Showcase: Total Family Strategies
Mental Health Issues for Gays and Lesbians
Methamphetamine: Effects, Trends, and Treatment
Motivational Interviewing
Overview of Assertive Community Treatment--Evidence Based Practices
Overview of Family Psychoeducation: Evidenced Based Practices
Overview of Mood Disorders in Adults
Overview of Personality Disorders
Overview of Psychopharmacology
Overview of Severe Persistent Mental Illness
Overview of Suicide Prevention
Overview of the Behavioral Health System for Behavioral Health Interpreters
Overview of the Personal Outcome Measures
Pain
Panic Disorder: Diagnosis and Treatment
Path to Recovery
Peer Support: Supporting One Another in Recovery
People with Serious Mental Illness
Person Centered Thinking for Case Managers
Person-Centered Planning
Post Traumatic Stress Disorder (PTSD)
Predicting Violence and Threat Assessment
Principles of Positive Behavior Support for Children's Services Paraprofessionals
Problem Solving: Solutions in the Workplace
Project Management Basics
Recognizing EPS and Tardive Dyskinesia
Recovery and Severe Persistent Mental Illness
Resilience and SPMI
Restrictive Practices
Safety Crisis Planning For At-Risk Adolescents and Their Families
Schizophrenia and Medications
Security
Self-Mutilation: Assessment and Treatment
Sexual Harassment
Sexual Harassment Prevention Training for Supervisors
Shaken Baby Syndrome
Sleep & Mental Health: Disorders Not Recognized & Not Treated
Staying Safe in Any Situation: SMART Principles

Strategies for Supervisors: Reducing Restraint and Seclusion
Substance Abuse and Violence Against Women
Sudden Infant Death Syndrome
Supervision and Leadership
Teamwork: The Fundamentals
The ABC's of Bullying
The Power of Personal Outcome Measures
The Twelve Steps
Therapeutic Boundaries
Time Management
Trauma Informed Treatment for Children with Challenging Behaviors
Understanding Borderline Personality Disorder
Understanding Elder Abuse
Understanding Parenting Styles
Understanding Recovery
Understanding Schizophrenia
Understanding the Effects of Substance Abuse-EBP
Using Personal Outcome Measures in Evaluation and Planning for Organizations
Using Personal Outcome Measures in Planning for People
Valuing Diversity in the Workplace
Welcome to Elevate
Working with Children in Families Affected by Substance Use
Working with Difficult People
Working with the Homeless Part 1: An Overview
Working with the Homeless Part 2: Tools and Techniques for Treatment
Working with Youth: A Strength-Based Perspective
Work-Life Balance
Workplace Harassment
Workplace Violence
Writing Effective E-Learning

SUPPORTED BY



ALL courses in
this catalog are
approved by the
DHS CWTI for
in-service training
hours

Fall 2012 Child Welfare In-Service Training

for the
Michigan Department of Human Services
& DHS-Contracted Private Agencies

OFFERING SOCIAL WORK CONTINUING EDUCATION CREDIT HOURS

EASTERN
MICHIGAN UNIVERSITY
Education First

 **GRAND VALLEY**
STATE UNIVERSITY
SCHOOL OF SOCIAL WORK

MICHIGAN STATE
UNIVERSITY

School of Social Work


SCHOOL OF SOCIAL WORK

Introduction

Working effectively as a Children’s Protective Services (CPS), foster care, or adoption worker can be challenging. Keeping families safely together, reuniting families, or supporting new loving families requires a well-trained child welfare workforce. A professional needs to have extensive knowledge about child development, family dynamics, culture and community, evidence-based or promising approaches to helping children and families, and so much more. In addition to knowledge, multiple skills are required to assure child safety, promote permanency planning, and support the well-being of children and families. Gaining this knowledge and skills requires an initial professional education and training. Growing this knowledge and skills requires an ongoing commitment to learning and improving. This is important work as child welfare professionals have the opportunity to save and transform lives by significantly helping children and families.

That is why we are pleased to present this in-service training catalog—the product of a dynamic partnership among seven Michigan schools of social work with MSW programs and the Michigan Department of Human Services (DHS). We appreciate the commitment and support of DHS Director Maura Corrigan and her administrative team, particularly the training team leaders, Nicole Denson and Laura Schneider.

Each workshop is supported by a school of social work. Questions about individual workshops should be directed to the sponsoring school. With the support of DHS, we are able to offer these sessions free of charge for CPS, foster care, and adoption workers. Multiple human service and educational professionals who also serve the families involved with the child welfare system may find the workshops of interest; many of the workshop topics will have applicability beyond child welfare practice. Each workshop is or will be approved for social work continuing education credit hours.

Thank you for your interest and support.

Sincerely,

Gary R. Anderson, PhD, LMSW, Director, MSU School of Social Work
Kadi M. Prout, LMSW, In-Service Project Coordinator, MSU School of Social Work

“Child welfare isn’t rocket science. It is harder.”

—David Liederman, former director of the Child Welfare League of America

These child welfare training sessions are offered

FREE OF CHARGE for DHS CPS, foster care and adoption workers and DHS–contracted private agencies’ foster care and adoption workers on a **FIRST COME, FIRST SERVE BASIS**.

If you have questions regarding any of the training sessions listed in this catalog, please contact the university providing the training directly. Contact information for each school is available at the end of each school’s course offerings.



REGISTRATION for each course will close once the 35–person capacity has been reached.

If you register and know in advance you cannot attend, you must contact the university so your slot can be offered to another individual.

This Child Welfare In-Service Training initiative was made possible through a grant from the Michigan Department of Human Services.

Michigan Schools of Social Work

Andrews University ♦ Eastern Michigan University ♦ Grand Valley State University
Michigan State University ♦ University of Michigan ♦ Wayne State University ♦ Western Michigan University

FAQs

1 As a child welfare worker, how many in-service training hours do I need to complete?
Per the Modified Settlement Agreement, all caseworkers shall receive a minimum number of hours of in-service training annually, as follows: for the state fiscal year beginning October 1, 2012, at least 32 hours per year.

2 How do I record my in-service training hours so that I can show I am meeting this requirement?

Complete the Training Verification Form, which can be found at

<http://www.michiganchildwelfaretraining.com/Training/Resources/Forms.aspx>

Provide the verification to your training facility coordinator who will log your training hours into JJOLT via the Activity Detail tab.

3 If I have noted my participation in a training on JJOLT, do I still need to register to attend the training with the university that is hosting it?

Yes, in order to register to attend a workshop, you should follow the registration instructions found at the bottom of each page in this catalog. In order to record your in-service training hours with the Department of Human Services and CWTI, your training facility coordinator will log your training hours into JJOLT.

4 I see that each course in this catalog is listed as either “core curriculum” or an “elective course.” What does this mean?

New to this program as of last year, a core curriculum of in-service trainings has been developed with feedback from child welfare stakeholders, participants in past trainings, and directly from the field. Child welfare workers will have the opportunity to attend trainings in these core areas each year. There are also elective courses that will address a number of specialized issues in child welfare and may apply to some advanced cases. The goal is high quality services for children and families supported by child welfare workers engaged in ongoing professional development. A worker should have the ability to sit down with her/his supervisor regularly to assess which trainings would be most beneficial and most relevant to her/his caseload so that training progress is planful and helps the worker advance professionally.

5 Is it true, I can attend any in-service training listed in this catalog for FREE?!

Yes! The child welfare in-service training courses provided through this collaborative effort are FREE OF CHARGE to child welfare caseworkers, principally Children’s Protective Services, foster care, and adoption workers working for the Michigan Department of Human Services; child welfare caseworkers working for contracted private agencies; or staff of State-licensed or State-approved child caring institutions providing care to Title IV-E foster and adoptive children. These trainings are eligible for social work continuing education credit hours, too! Happy training!

**In addition to the in-person courses listed in this catalog,
online courses are offered through
Michigan State University. See page 9.**

**MICHIGAN STATE
UNIVERSITY**

School of Social Work



Childhood Behavior Disorders: Successful Interventions for Challenging Behaviors

Core Curriculum Course: Dealing with strong emotions

Date/time: October 19, 2012 • 9:00 AM – 12:15 PM

Location: EMU-Livonia, 38777 W. Six Mile Road, Livonia, MI 48152

Social Work CECHs: 3 hours • Approval #MICEC-0031

Cost: Free to all DHS and private agency child welfare workers; all others, \$69

Presenter: **Cindy L. Evoy, LMSW**

Training objectives: As a result of this workshop, participants will be prepared to:

- Recognize childhood behavior disorders.
- Identify the characteristics associated with childhood behavior disorders.
- Understand treatment options for childhood behavior disorders.
- Utilize practical strategies to intervene with behavior-disordered youth.

Target audience:

- ✓ Child Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

Description: Many children in the child welfare system exhibit behaviors that frighten and concern those around them. Adults caring for these children need to be aware of the common behavior disorders seen in these youth and have practical strategies to successfully intervene. This course is designed to provide learners with an understanding of the most commonly presented behavior issues seen in these children, including ADHD, Oppositional Defiant Disorder, Conduct Disorder, Posttraumatic Stress Disorder, and Fetal Alcohol Syndrome. Diagnostic criteria, behavioral descriptors, and treatment methods will be identified. This class will cover practical strategies and interventions for use when working with these children. Educational implications for working with these youth will be covered.



Engaging Fathers

Elective Advanced Offering: Fatherhood

Date/time: December 14, 2012 • 9:00 AM – 12:15 PM

Location: EMU-Detroit, 18100 Meyers, Detroit, MI 48235

Social Work CECHs: 3 hours • Approval #MICEC-0031

Cost: Free to all DHS and private agency child welfare workers; all others, \$69

Presenter: **David L. Manville, LMSW, ACSW**

Training objectives: As a result of this workshop, participants will be prepared to:

- Recognize the need and importance of location and engaging fathers.
- Identify formal and informal support services for absent fathers.
- Demonstrate the ability to locate and engage absent fathers.

Target audience:

- ✓ Child Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

Description: There has been a growing recognition of the need to support fathers' involvement in their children's lives. Research indicates that the earlier that fathers are identified, the greater the chance that workers will locate and contact fathers. One difficulty has been to identify and overcome the barriers of father involvement and to provide strategies to ensure fathers' involvement in case planning and placement.

How to register: Visit www.ep.emich.edu/socialworkce or call 800-932-8689

Contact: Elena O'Connor

Phone: 734-487-4926

E-mail: eoconnor@emich.edu

Child Protective Cases Testifying Tips & Recent Case Laws

Core Curriculum Course: Skills for providing testimony in court
and advocating for your client

*Specifically
for foster care
workers*

Date/time: **November 30, 2012 • 8:45 AM – 12:00 PM**
Location: **GVSU downtown campus**
Grand Rapids, MI 49504

Social Work CECHs: 3 hours • Approval #MICEC-0004
Cost: Free to all DHS and private agency child welfare
workers; all others, \$39

Presenter: **Vicki Seidl, JD, and Laura Clifton, JD**



Training objectives: As a result of this workshop, participants will be prepared to:

- Understand the flow of a neglect case.
- Understand the type of information needed to testify.
- Understand how to apply recent case laws.

Description: This training is intended for new caseworkers (less than two years on the job) seeking guidance on testifying. You will learn the flow of a neglect case through the court system, the type of information to gather in preparation for testifying, and how to best advocate for your client. Participants will also learn recent case laws that impact a child's permanency and how to comply with "In re Mason." You will participate in an interactive case discussion.

How to register: Visit www.gvsu.edu/swce

Contact: Leslie Bateman
Phone: 616-331-7118
E-mail: batemanl@gvsu.edu



Trauma Informed Child Welfare Practice

Core Curriculum Course: Trauma: Effects of removal and placement on children

Date/time: **October 4, 2012**
Registration 12:30 PM • Program 1:00 PM – 4:15 PM

Location: **Upront & Company**, 102 E. Main Street, Marquette, MI 49855
Social Work CECHs: 3 hours • ASWB ACE approval #1136, approval June 2010–June 2013

Presenter: **Cheryl Williams-Hecksel, LMSW, ACSW**

Training objectives: As a result of this workshop, participants will be prepared to:

- Identify the impact of traumatic experiences on development.
- Explore trauma informed intervention strategies that promote safety, permanence, and well-being.

Target audience:

- ✓ **Child Protective Services Workers**
- ✓ **Foster Care Workers**
- ✓ **Adoption Workers**

Description: This session will explore the impact of abuse, neglect, and other trauma on children in foster care. This will be explored through understanding the impact of traumatic experiences on brain development, behavior, and learning. Elements of trauma informed care will be explored with a focus on identifying strategies and approaches that work for child welfare workers and caregivers.

The Effects of Sexual Abuse on Children & Adolescents: Assessment & Treatment Planning

Elective Advanced Offering: Understanding sexual abuse

Date/time: **October 26, 2012**
Registration 8:30 AM • Program 9:00 AM – 12:15 PM

Location: **Alpena Community College**, 665 Johnson Street
The Newport Center Building, Alpena, MI 49707
Social Work CECHs: 3 hours • ASWB ACE approval #1136, approval June 2010–June 2013

Presenter: **Tina Timm, PhD, LMSW, LMFT**



Training objectives: As a result of this workshop, participants will be prepared to:

- Conduct a thorough assessment of the effects of sexual abuse.
- Compassionately understand the nature of symptoms and problematic behaviors.
- Develop strength-based, developmentally appropriate treatment plans.

Target audience:

- ✓ **Child Protective Services Workers**
- ✓ **Foster Care Workers**
- ✓ **Adoption Workers**

Description: Children and adolescents struggle with a wide variety of symptoms when they have a history of sexual abuse. The type and severity of problems depend on a complex set of factors—what age, the type of abuse, who the abuser was, what happened post disclosure, etc. Using standardized assessment instruments, within a compassion-based model, participants will learn how to understand the nature of the child's symptoms, including the most troubling issues such as suicidality, self-mutilation, and victimization of others. Based on this assessment, professionals will learn to develop strength-based treatment goals. This workshop will utilize small and large group discussion and visual displays.

Cost: Free to all DHS and private agency child welfare workers.
All others: visit www.socialwork.msu.edu/ceu

Contact: Nicki Walker

Phone: 517-353-3060

E-mail: swkce@msu.edu



Exploring Culturally Competent Foster Care & Adoption Practice

Core Curriculum Course: Cultural humility/cultural competence

Date/time: November 8, 2012
Registration 8:30 AM • Program 9:00 AM – 12:15 PM

Location: Judson Center, 4410 W. 13 Mile Road, Royal Oak, MI 48073
Social Work CECHs: 3 hours • ASWB ACE approval #1136, approval June 2010–June 2013

Presenter: Vanessa Brooks Herd, EdD, LMSW, ACSW

Training objectives: As a result of this workshop, participants will be prepared to:

- Understand and define culturally competent practice within foster care.
- Understand the importance of racial/cultural identity development in foster children.
- Identify positive and negative manifestations of cultural identity.
- Examine the interaction of foster care and personal expressions of cultural identity.

Target audience:

- ✓ Foster Care Workers
- ✓ Adoption Workers

Description: This workshop will guide participants through both theoretical and practice issues designed to reinforce cultural awareness of children in substitute care. Information from interviews with foster parents, foster care workers, and foster children related to cultural identity will anchor the discussion and provide illustrations of the importance of continual exploration of our practice. This workshop will utilize exercises, small and large group discussion, and visual displays.

Igniting Greatness: Successful Interventions with Challenging Children

Core Curriculum Course: Dealing with strong emotions:
Successful interventions with challenging children

Date/time: November 16, 2012
Registration 8:30 AM • Program 9:00 AM – 4:30 PM

Location: Hannah Community Center, 819 Abbot, East Lansing, MI 48823
Social Work CECHs: 6 hours • ASWB ACE approval #1136, approval June 2010–June 2013

Presenter: Anne Lange, BSN, LMSW, ACSW



Training objectives: As a result of this workshop, participants will be prepared to:

- Identify the relationship between trauma, attachment, acting out behavior, and interpersonal relationships.
- Describe dynamics of challenging children and how conventional methods of parenting and therapy often fail.
- Teach concrete strategies to build solid relationships based on mindfulness principles, attachment parenting, and the Nurtured Heart Approach® model.

Target audience:

- ✓ Child Protective Services Workers
- ✓ Foster Care Workers
- ✓ Adoption Workers

Description: The challenge facing workers and parents of children who have had disrupted parenting and trauma is tremendous and often seems overwhelming. Knowing when and how to intervene with a family presenting challenging behaviors can be difficult. In this workshop, participants will learn to apply strength-based strategies, incorporating concepts related to neurobiology, attachment theory, mindfulness principles, and the Nurtured Heart Approach® model. This workshop will utilize role playing, exercises, small and large group discussion, and visual displays.

How to register online: Visit <https://www.socialwork.msu.edu/ceu/catalog.php>

Click the quick link titled "Child Welfare In-service Programs" to view and register for the MSU courses listed in this catalog. If you do not already have an account, you will be asked to create one.

Special note: When registering for a class, please list your employer and employment address in the accommodations field. If you have accommodation requests, please list how we can help you in the same field.



Working with Parents with Developmental Disabilities

Elective Advanced Offering: Working with parents with developmental disabilities



Date/time: November 2, 2012 • 1:00 PM – 4:15 PM
Location: University of Michigan, School of Social Work
1080 South University, Ann Arbor, MI 48109

Social Work CECHs: 3 hours • Approval pending
Cost: Free to all DHS and private agency child welfare workers; all others, \$75.
Presenters: **Kathleen Coulbourn Faller, PhD, ACSW, LMSW**
Mary B. Ortega, ACSW, LMSW

Training objectives: As a result of this workshop, participants will be prepared to:

Specifically for CPS and foster care workers

- Describe the research findings and practice observations on the relationship between parental developmental disabilities and child maltreatment.
- Discuss the complexity of the relationship between parental developmental disabilities, other parental problems, and challenges that their children may present.
- Propose a model for assessing parenting capacities of developmentally challenged parents that includes but is not limited to IQ.
- Describe the requirements of the Americans with Disabilities Act as they relate to child welfare best practice.
- Describe promising interventions for parents with developmental disabilities and how to assess their outcomes.
- Describe case management strategies with parents with developmental disabilities who become involved in the child welfare system.
- Illustrate all of the above objectives with case illustrations and video vignettes.

Description: Although families become involved in the child welfare system because of physical abuse, neglect, emotional maltreatment, and sexual abuse, often underlying the maltreatment of children is parental dysfunction. Among these parental problems are developmental disabilities. These disabilities may be compounded by other parental problems, challenges presented by their children, and environmental problems. This workshop will describe the incidence of parental developmental disabilities and an assessment process that includes but is not limited to IQ. How child welfare mandates interface with the Americans with Disabilities Act (ADA) will be covered. Strategies for intervention to assist developmentally challenged parents and their children will be described, as will how to determine the effectiveness of interventions. Case illustrations, including videotaped examples, will be an integral part of this workshop.

Cultural Competence & Cultural Humility

Core Curriculum Course: Cultural humility/cultural competence

Date/time: November 16, 2012 • 1:00 PM – 4:15 PM
Location: University of Michigan, School of Social Work
1080 South University, Ann Arbor, MI 48109



Social Work CECHs: 3 hours • Approval pending
Cost: Free to all DHS and private agency child welfare workers; all others, \$75.
Presenter: **Robert M. Ortega, PhD, MSW**

Training objectives: As a result of this workshop, participants will be prepared to:

- Target audience:**
- ✓ Child Protective Services Workers
 - ✓ Foster Care Workers
 - ✓ Adoption Workers

- Understand the importance of culturally responsive practice.
- Understand important research and concepts for cultural competence and cultural humility.
- Utilize skills relevant to cultural competence and cultural humility.

Description: Participants will learn about a new paradigm in culturally responsive practice that supports collaboration with families in order to promote services that are culturally relevant and that draw on the family's cultural strengths.



How to register: Visit <http://ssw.umich.edu/programs/ce/courses>

Contact: Mary Ruffolo
E-mail: sw.conted@umich.edu or mruffolo@umich.edu
Website: <http://www.ssw.umich.edu/programs/ce/>

Online courses

You can now earn free in-service training hours online at your leisure—when it is convenient for you! It is as simple as visiting our website, completing the pre-test evaluation, clicking the program you wish to view, pressing “Play,” then completing the downloadable post-test and evaluation. Pending a passing post-test score, we will mail you a certificate within four weeks of receipt of your material. View descriptions and objectives online at:

<http://www.socialwork.msu.edu/ceu/child-welfare-training/>

Available now are the following online courses:

Substance Abuse: Motivational Strategies & the Stages of Change

Description: Motivational interviewing is an increasingly well-known and researched method in counseling clients that was first described by William Miller in 1983 (Rubak, et al., 2005). As a directive and client-centered approach, motivational interviewing techniques have been shown to be particularly useful with persons engaged in harmful substance use in a wide variety of care provision environments.

CE faculty: **Karen Newman**, MSW, is a clinical faculty member and graduate advisor at Michigan State University School of Social Work.

Adolescent Self Harm & Suicide Ideation

Description: This course will cover the definitions and symptoms of self-harm, social myths about self-injury, factors that contribute to self-harming behavior, and treatment options. We will also discuss suicide risk factors and suicide management in the context of crisis intervention.

CE faculty: **Victoria Fitton**, PhD, LMSW, ACSW, RPT, is a clinical practitioner and a Ruth Koehler endowed clinical professor in children services at Michigan State University School of Social Work.

Effective Advocacy within the Court System

Description: Learn about effective court advocacy to obtain the best outcome through clear reports and persuasive testimony.

CE faculty: **Joseph Kozakiewicz**, JD, LMSW, is a clinical assistant professor and director of Chance at Childhood at Michigan State University School of Social Work.

Parent-Child Attachment Relationships & the Effects of Attachment Disruption

Description: This workshop will provide an overview of attachment components, secure base functions, parent-child attachment relationships, and the effects of attachment disruption in the lives of children. The formation of parent-infant/child attachment relationships and the impact of an infant/child's attachment style on all current and future relationships and functioning will be discussed. Participants will have the opportunity to hear about a few tools and techniques used for reparation in attachment therapy, such as anger management techniques and relaxation activities.

CE faculty: **Victoria Fitton**, PhD, LMSW, ACSW, RPT, is a clinical practitioner and a Ruth Koehler endowed clinical professor in children services at Michigan State University School of Social Work.

Understanding the Psychopharmacology of ADHD for Mental Health Professionals

Description: Prepare to learn about Attention Deficit with Hyperactivity Disorder (ADHD) and the neurobiology of the brain as it relates to this complex disorder. The more you as a mental health professional can learn and understand about this condition, the more impact you can have on quality of life and treatment outcomes.

CE faculty: **Zakia Alavi**, MD, is a board-certified child and adolescent psychiatrist and is adjunct faculty with the Michigan State University School of Public Health.

How to register for (self-directed) online programs

1. View the course at your leisure at <http://www.socialwork.msu.edu/ceu/child-welfare-training/>.
2. Select the training you wish to view by clicking on the hyperlink.
3. Complete the pre-training evaluation survey before watching the training video.
4. Complete the post-test training evaluation survey.

Calendar of courses

MONTH	WORKSHOP TITLE	DATE & TIME	LOCATION	HOSTING UNIVERSITY	PAGE
October 2012	Trauma Informed Child Welfare Practice	October 4, 2012 1:00 PM – 4:15 PM	Upfront & Company, Marquette	Michigan State University	6
	Childhood Behavior Disorders: Successful Interventions for Challenging Behaviors	October 19, 2012 9:00 AM – 12:15 PM	EMU–Livonia	Eastern Michigan University	4
	The Effects of Sexual Abuse on Children & Adolescents: Assessment & Treatment Planning	October 26, 2012 9:00 AM – 12:15 PM	Alpena Community College, Alpena	Michigan State University	6
November 2012					
	Working with Parents with Developmental Disabilities	November 2, 2012 1:00 PM – 4:15 PM	UoM School of Social Work, Ann Arbor	University of Michigan	8
	Exploring Culturally Competent Foster Care & Adoption Practice	November 8, 2012 9:00 AM – 12:15 PM	Judson Center, Royal Oak	Michigan State University	7
	Igniting Greatness: Successful Interventions with Challenging Children	November 16, 2012 9:00 AM – 4:30 PM	Hannah Community Center, East Lansing	Michigan State University	7
	Cultural Competence & Cultural Humility	November 16, 2012 1:00 PM – 4:15 PM	UoM School of Social Work, Ann Arbor	University of Michigan	8
	Child Protective Cases Testifying Tips & Recent Case Laws	November 30, 2012 8:45 AM – 12:00 PM	GVSU downtown campus, Grand Rapids	Grand Valley State University	5
December 2012	Engaging Fathers	December 14, 2012 9:00 AM – 12:15 PM	EMU–Detroit	Eastern Michigan University	4