

NC DSS CHILD WELFARE SERVICES

STATEWIDE TRAINING PARTNERSHIP

*Delivering competency-based, job-relevant, accessible training
for North Carolina's child welfare social workers*

Child Welfare Services
Division of Social Services
Department of Health and Human Services

List of Training Courses
and Training Requirements
September 2016



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To register for Division's sponsored training events, Visit our Learning Portal

www.ncswLearn.org

How to Use This Site:

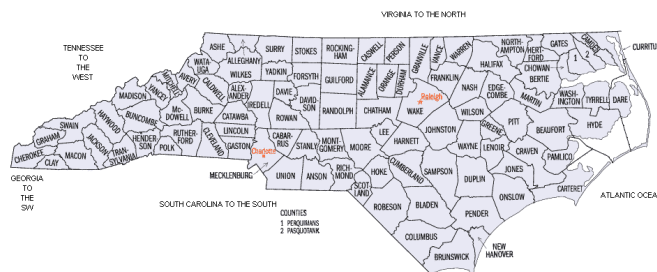
- If you have an account, type your username and password in the boxes on the left side on the home page and click the **Sign In** button.
- If you have forgotten your password, click the **Forgot Username or Password** link on the left to have your account information sent to you via e-mail.
- If you do not have an account on this site, click the **Create a User Account** link on the left to create an account. Before creating an account, you will be asked to search for your personnel information in the ncsWLearn.org system and enter that information if it is not found.
- There are multiple ways to search for a course. We recommend searching by keyword(s). For example, to find the course *Placement in Child Welfare*, simply use the word "Placement" in the Search Option by Curriculum Title Keywords. This will access a list of training events for the course.



Welcome to North Carolina Division of Social Services

For additional training information resources, laws, and policies, visit our website:

www.ncdhhs.gov/dss/training/childwelfare.htm



For hotel information visit

www.visitnc.com

Child Welfare Training

Providing child welfare services in any capacity requires certain knowledge, skills, personal qualities, and respect for the values of others. To be recognized as competent, agency administrators, supervisors and social workers must demonstrate professional behaviors that achieve the overall purposes of child welfare. Specific competencies are sets of knowledge and behaviors required of child welfare professionals that enable staff to perform effectively the tasks associated with each stage of the child welfare casework process.

Developing competence in child welfare is an ongoing process. To assist in achieving this competence, supervisors and social workers are expected to meet all training requirements specified in law.

Child welfare training requirements in North Carolina were initially enacted on May 1, 1991, when Governor James G. Martin issued Executive Order 142 requiring training for CPS workers. Since this time, training requirements have evolved to a system requiring pre-service and in-service training, which teaches agency staff to ensure safety and permanence for children. Training requirements are currently in place for all child welfare workers, supervisors and foster parents.

Laws

May 1, 1991: Executive Order 142 Training required for all CPS workers and Supervisors.

July 1, 2003: G.S. 131D-10.6A (b) Training by the Division of Social Services required:

The following General Statute applies to child welfare services staff initially hired on or after January 1, 1998:

"The Division of social services shall establish minimum training requirements for child welfare services staff. The minimum training requirements established by the division are as follows:

1. Child welfare services workers shall complete a minimum of 72 hours pre-service training before assuming direct client contact responsibilities. In completing this requirement, the Division of social services shall ensure that each child welfare worker receives training on family centered practices and State and federal law regarding the basic rights of individuals relevant to the provision of child welfare services, including the right to privacy, freedom from duress and coercion to induce cooperation, and the right to parent.
2. Child protective services workers shall complete a minimum of 18 hours of additional training that the Division of social Services determines is necessary to adequately meet training needs.
3. Foster care and adoption workers shall complete a minimum of 39 hours of additional training that the Division of social services determines is necessary to adequately meet training needs.
4. Child welfare services supervisors shall complete a minimum of 72 hours of pre-service training before assuming supervisory responsibilities and a minimum of 54 hours of additional training that the Division of social Services determines is necessary to adequately meet training needs.
5. Child welfare services staff shall complete 24 hours of continuing education annually. In completing this requirement, the Division of social Services shall provide each child welfare services staff member with annual update information on family centered practices and State and federal law regarding the basic rights of individuals relevant to the provision of child welfare services, including the right to privacy, freedom from duress and coercion to induce cooperation, and the right to parent.
6. The Division of Social services may grant an exception in whole or in part to the requirement under subdivision (1) of this subsection to child welfare workers who satisfactorily complete or are enrolled in a masters or bachelors program after July 1, 1999, from a North Carolina social work program accredited pursuant to the Council on Social Work Education. The program's curricula must cover the specific pre-service training requirements as established by the Division of Social Services.

The Division of Social Services shall ensure that training opportunities are available for county Departments of Social Services and consolidated human service agencies to meet the training requirements of this subsection."

Definitions

Direct Client Contact – A child welfare worker who is newly hired or who has assumed a new child welfare role between January 1, 1998 and June 30, 1999, may not be alone with a client or be assigned primary responsibility for a case (including foster and adoptive parents licensing/assessment) until the 72 hours of pre-service training has been achieved. Effective July 1, 1999, this definition shall apply only to newly hired child welfare staff and interns or those with a three-year gap in child welfare service. Prior to training, a new child welfare worker may shadow the social worker that has been assigned primary responsibility for the case, but is prohibited from intervening in the case until he/she has completed the pre-service training requirements.

Child Welfare Worker – Employed staff, contracted staff and student interns who work in a NC County Department of Social Services in the following functional areas: Family Preservation, Family Support, Children’s Protective Services (Intake, On-Call, CPS Assessment and CPS In-Home Child Welfare Services), and Foster Care and Adoption (Placement of Children, Recruitment of Families, Licensing and Adoption assessment). Staff from a private or public agency who assumes a foster care or adoption functional area on behalf of a county DSS, via contract, also meets the definition of child welfare worker.

Training – Any formal educational session with predetermined competencies and outcomes. This definition includes conferences, yet excludes staff meetings and consultation sessions.

Continuing Education – Any training or undergraduate/graduate social work courses, that a County DSS can reasonably justify, that will teach child welfare worker and/or supervisor knowledge and skills that will improve their social work practice with children and families.

Primary responsibility for a case – When a child welfare worker is assigned principal case work and decision making responsibilities with a child and/or family (including foster and adoptive families), and provides direct case work services.

Contract Provider – Any individual who through a contractual agreement provides child welfare responsibilities. This would include individuals who contract independently with DSS agencies or temporary agencies that provide workers through a contractual agreement.

Required Training

The following pages describe current minimum requirements for Child Welfare social workers, Occasional On-call social workers, Child Welfare supervisors, Family Preservation/Family Support workers, and Foster Parents as required by law.

All Child Welfare Services

Child welfare services workers and supervisors who are **hired or who assume child welfare services responsibilities** (including staff hired for on-call responsibilities involving direct client contact) must complete a **minimum of 72 hours** of pre-service training titled ***Child Welfare in North Carolina*** and the designated **Transfer of Learning booklet** prior to direct client contact or assuming supervisory responsibilities. In addition, all CPS staff must have an additional minimum of 18 hours of in-service training within the first year; and foster care and adoption workers must have an additional 39 hours of in-service training within the first year of employment. An additional **24 hours of continuing education** for all workers/supervisors, regardless of employment date, is required every year after the first year of employment. Social work supervisors must also attend an additional **54 hours** of supervisory training within the first year of employment. Child welfare services workers and supervisors who assume a role in a new or different functional area and who met the pre-service training requirements at the time of their employment are not required to attend ***Child Welfare in North Carolina***. However, these individuals are required to attend the job specific training (200 series, Tier 2) within **3 months** of assuming their job assignment/responsibility.

For staff whose primary job function is in an area other than child welfare, yet **serve Occasional On-Call (with duties involving direct contact with clients) or Occasional On-Call supervisory back-up for these staff members**, ***Child Welfare In North Carolina (pre-service training)*** is required prior to direct client contact.

For staff primarily working in non-child welfare areas, yet serving **Occasional On-Call (with duties that do not include direct client contact) or On-Call supervisory** backup for these staff the requirement is either ***Child Welfare in North Carolina (pre-service training)*** **OR** **Intake in Child Welfare Services** **AND** **CPS Assessments in Child Welfare Services**.

Required Training for All Child Welfare Services – the following courses apply:

Course	All Child Welfare Workers	All Child Welfare Supervisors	Time Frame for taking the course
Child Welfare in North Carolina: Pre-Service (<i>See course description</i>)	X	X	Prior to direct client contact or assuming supervisory responsibilities
Legal Aspects in Child Welfare Services (<i>See course description</i>)	X	X	Within 1 year of assuming responsibility
Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals (<i>See course description</i>)	X	X	Within 1 year of assuming responsibility
Child Development and the Effects of Trauma (<i>See course description</i>)	X	X	Within 1 year of assuming responsibility
Building Cultural Safety (<i>See course description</i>)	X	X	Within 1 year of assuming responsibility
Step by Step: An Introduction to Child and Family Teams (<i>See course description</i>)	X	X	Within 1 year of assuming responsibility
200 Series, Tier 2 those that apply to job function(s) (<i>See course descriptions</i>)	X	X	<p>All New Child Welfare Workers: Within 1 year of assuming child welfare services role</p> <p>Child welfare workers: Within 3 months of assuming a <u>new job function</u> (after having met Pre-Service training requirements).</p> <p>Child Welfare Supervisors: Within 3 months of assuming supervisory responsibility for a new child welfare role (after having met Pre-Service training requirements).</p>
Introduction to Supervision for Child Welfare Service (<i>See course description</i>)		X	Within 1 year of assuming responsibility
24 Hours of Continuing Education (<i>See 300 series course descriptions</i>)	X	X	Every year after the first year of employment

Notes:

- ***Child Welfare in North Carolina – Pre-Service:*** Social workers and social work supervisors with child welfare services responsibility must complete *Child Welfare in North Carolina* Foundations of Child Welfare, Family Assessment, Experiential Learning Week (Transfer of Learning) Booklet and Family Change Process prior to having direct client contact and/or assuming supervisory responsibility. This training meets the required 72 hours of pre-service training. This course is also appropriate for Family Preservation and Family Support staff.

Effective July 1, 2001, occasional on-call workers (whose duties do not include direct client contact) and occasional on-call back-up supervisors are required to attend either *Child Welfare in North Carolina* **OR** *Intake in Child Welfare* and *CPS Assessments in Child Welfare Services*.

Effective July 1, 2016, all child welfare workers and supervisors attending *Child Welfare in North Carolina – Pre-Service* are required to complete and submit an Online Activities Workbook as a component of the training, prior to direct client contact.

- **200 Series, Tier 2 Training:** New social workers and social work supervisors must complete the 200 Series, Tier 2 training, as is applicable to their job role(s), within one year of assuming a child welfare services role. Child welfare workers and supervisors who assume a new job function within their agency or a new agency, and have met the pre-service requirements based upon their date of employment, must attend the 200 series, Tier 2 training within 3 months of assuming the new job function role. The “200 Series, Tier 2”, courses are job role specific as follows: Family Preservation, Family Support, CPS Intake, CPS Assessment, CPS In-Home, Child Placement, Foster Home Licensing, Adoption, and Child and Family Teams Facilitator. This training meets the required 18/39 hours of additional training within the first year of employment. Occasional on-call workers (whose duties do NOT include direct client contact) may take specific 200 series courses in lieu of *Child Welfare in North Carolina – Pre-Service*.
- ***Foster Home Licensing: The Keys to Success:*** This self-paced “on demand” online course is required for all child welfare staff from County DSS agencies and private child-placing agencies assessing prospective foster families and submitting foster home license applications. Foster Home Licensing workers employed prior to Aug. 1, 2011 have until November 1, 2011 to complete the online course. After Nov. 1, 2011, foster home license applications will only be accepted by County DSS staff or private child placing agency staff who have successfully completed the online course. Foster Home Licensing workers hired after August 1, 2011 must take the online course before submitting foster home licensing requests to the Division of Social Services’ Regulatory and Licensing office in Black Mountain.
- ***Introduction to Supervision for Child Welfare Services:*** Social work supervisors assuming Child Welfare Services managerial functions must attend *Introduction to Supervision for Child Welfare Services* (54 hours) within one year of job responsibilities.
- ***Introduction to the Monthly Foster Care Contact Record:*** This self-paced “on demand” online course is required for all social workers who provide services to children in out-of home-care within their first year of employment.
- **24 Hours of Continuing Education:** All child welfare workers and supervisors, regardless of employment date, are required to have 24 hours of continuing education every year after the first year of employment.

Required Training (Continued)

Intensive Family Preservation and Reunification Services

Agencies that contract with the NC Division of Social Services to provide Intensive Family Preservation Services are required to complete the five-day *Family-Centered Practice in Family Preservation Programs* course. Direct service workers and supervisors are required to complete this course prior to accepting any case assignments.

Family Support and Family Resource Centers

Direct service providers and program managers of Family Support or Family Resource Centers contracting with the NC Division of Social Services are required to attend *Connecting with Families: Family Support in Practice*. Staff are expected to attend this training within the first fiscal year of funding.

Foster Parents

The health, safety and well being of children in foster care depend on the ability of their foster families to care for them in a nurturing, supportive way. Most children who enter foster care have had life experiences that have been traumatic and hurtful. As a result, their ability to trust adults is impaired. Foster families need to have a broad range of knowledge, skills, self-awareness and patience to care for the children living in their home. To assist the family in broadening their knowledge and skills, foster parent applicants must receive **30 hours of pre-service training prior to licensure** and **all existing and new foster families** must receive **10 hours of in-service training on an annual basis**.

Pre-service training must address the following issues:

- General Orientation to Foster Care
- Communication Skills
- Understanding the Dynamics of the Foster Care and Adoption Process
- Separation and Loss
- Attachment and Trust
- Child Development
- Behavior Management
- Working with Birth Families and Maintaining Connections
- Life Book Preparation
- Planned Moves and the Impact of Disruptions
- The Impact of Placement on Foster and Adoptive Families
- Teamwork to Achieve Permanence
- Cultural Sensitivity
- Confidentiality
- Health and Safety

County departments of social services are urged to develop their own curricula for **in-service training** so that training may be available throughout the year for foster parents. The following is a list of possible alternatives agencies may choose in meeting the in-service training requirement:

- Relevant video tapes with a questionnaire to document that the family has viewed the videotape.
- The number of hours the foster parent(s) has participated in therapy sessions with foster children. Documentation by the therapist should be obtained for the case record.
- Families may read newsletters, books, manuals, etc. that directly relate to foster parenting and the needs of children in their home.
- Attendance at state, regional and/or national foster parent conferences.
- Attendance at local foster parent association meetings as long as the meetings contain relevant information related to the needs of foster children.

CURRICULA ORGANIZATIONAL STRUCTURE

In 1998, the North Carolina Division of Social Services, Children's Services Statewide Training Partnership made a decision to establish a competency-based training system. By devising such a training system, county child welfare staff is provided training that addresses the knowledge and skills needed to complete their daily job tasks. This type of system provides training at different levels of depth, appealing to the needs of inexperienced and experienced child welfare staff. In North Carolina, training is offered at the 100, 200 (Tier 1 and Tier 2) and 300 series. Each level of training is geared toward a particular target audience, with each level of training serving as a foundation for the next series of training. (See Table of Contents for a list of the courses).

Many new child welfare workers enter an agency at the Unconscious Incompetence level of knowledge and skill. Workers in this category often are unaware of what they do not know about the child welfare system. Therefore, the 100 series training events are primarily targeted to the needs of child welfare workers who are beginning their social work practice in a North Carolina Department of Social Service agency. Information provided in the 100 series gives staff an overview of the continuum of child welfare services in a North Carolina Department of Social Services (DSS). Information in the 100 series is intended to provide an awareness of basic social work theories, practice and DSS specific information. The completion of the appropriate 100 series course is a prerequisite for registration in all other training events.

Currently, the Partnership offers one course in the **100 series**. ***Child Welfare in North Carolina: Pre-Service*** is the foundational course required of all new DSS child welfare social workers and supervisors who will practice in all areas of child welfare except for Family Preservation. (Family Preservation social workers and supervisors are no longer required to take a foundational course as a prerequisite to *Family Centered Practice in Family Preservation Programs*. They should instead take *Family Centered Practice in Family Preservation Programs* at the first available opportunity but no later than 90 days following employment or job responsibility.) **See Pre-Service Training for Social Work Students on the pages in this section following the Training Record Form for information about educational exemptions.**

The **200 series** training events are divided into Tier 1 and Tier 2. Courses in this series provide more in-depth knowledge and application of social work theories, procedures, and practice. The target audience for these training events is social workers and supervisors who have no more than one year of experience. In the **200 series, Tier 1**, courses participants are provided with extensive information regarding job specific issues that are essential to the initial and on-going assessment of children and their families. The information contained in these training events builds upon the knowledge obtained in the pre-service training. See page 2 of the Table of Contents for a list of these courses.

The **200 series, Tier 2**, courses primarily provide child welfare staff with more in-depth knowledge and skills practice regarding job specific information. These courses are targeted to child welfare staff who possess less than one year of child welfare experience in a North Carolina Department of Social Service or for staff who change job functions. Child welfare social workers and supervisors should attend the course(s) that addresses the job function area in which they practice. For example, a social worker that is employed in CPS Assessments should attend this particular training event. If a staff member is employed in a generic child welfare role then they should attend all the 200 series, Tier 2, courses that apply to their job functions. For staff members who are required to attend more than one job specific training event, we strongly encourage that staff members and their supervisor prioritize their attendance at a particular training based upon the most pressing needs of the employee.

Training events offered in the **300 series** provide child welfare staff with knowledge and skills practice regarding specialized and related topics that are associated with child maltreatment, achieving permanence for children and supervisory skills development. These courses are designed to refine the knowledge and practice that child welfare staff has previously gained through the 100 series, 200 series and on-the-job training. The 300 series training events are targeted toward child welfare staff who possess more than one year of child welfare experience. Many of the training events in this series incorporate a high degree of skill development among the participants.

The recommended course sequence for child welfare staff hired or assuming job responsibility on or after January 1, 1998 is as follows: *Child Welfare in North Carolina, Medical Aspects, Legal Aspects, Child Development and the Effects of Trauma, Building Cultural Safety, Step by Step* and 200 Series, Tier 2 courses that apply to the worker's job function, and topic specific courses in the 300 series.

Please feel free to contact the Staff Development Team to discuss specific training issues or to clarify any questions you may have. You may contact Kathy Dobbs by e-mail at kathy.dobbs@dhhs.nc.gov.

**NCDSS-Sponsored Child Welfare Training
Available through ncswLearn.org**

At-a-Glance for County DSS Directors

1. For Child Welfare Supervisors
<i>Pre-Service. Required before taking on job responsibilities</i>
1. Child Welfare in North Carolina: Pre-Service
<i>Within First Year. Required within first year as supervisor (courses below listed in preferred sequence)</i>
2. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals 3. Legal Aspects of Child Welfare in North Carolina 4. Child Development and the Effects of Trauma 5. Building Cultural Safety 6. Step by Step: An Introduction to Child and Family Teams 7. Introduction to Supervision for Child Welfare Services <i>Other courses will be required based on the supervisor's area of responsibility— see Section 3 on the next page</i>
<i>Electives Specifically for Supervisors</i>
8. Fostering Connections II: Building Local Systems to Improve the Health and Well-being of Children in Foster Care (online) 9. Reasonable Efforts: What Supervisors Need to Know (online) 10. Secondary Trauma: A Course for Supervisors & Managers 11. Staying Power! A Supervisor's Guide to Coaching and Developing Child Welfare Staff 12. The 3rd Dimension of Supervision: The Role of Supervisors in CFT Meetings (online)
<i>Other Elective Courses that May Be Relevant for Supervisors</i>
<i>Please see list of elective courses in Section 4 on the next page</i>

2. For Child Welfare Direct Client Contact Professionals
<i>Pre-Service. Required prior to direct client contact</i>
1. Child Welfare in North Carolina: Pre-Service
<i>Within First Year for Everyone (courses below listed in preferred sequence)</i>
2. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals 3. Legal Aspects of Child Welfare in North Carolina 4. Child Development and the Effects of Trauma 5. Building Cultural Safety 6. Step by Step: An Introduction to Child and Family Teams
<i>Within First Year by Job Function</i>
<i>See Section 3 below</i>
<i>Other Elective Courses</i>
<i>See Section 4 below</i>

3. Required Training within the First Year for County DSS Child Welfare Staff, by Job Function

Adoptions	CFT Facilitator	CPS Assessors	CPS Intake	CPS In-Home	Family Preservation	Family Support and Family Resource Centers	Foster Home Licensing	Foster Care
Adoptions in Child Welfare Services	Navigating Child and Family Teams: The Role of the Facilitator	CPS Assessments in Child Welfare Services	Intake in Child Welfare Services	CPS In-Home Child Welfare Services	Family-Centered Practice in Family Preservation Programs	Connecting with Families: Family Support in Practice	<ul style="list-style-type: none"> Foster Home Licensing in Child Welfare Services Introduction to the Monthly Foster Care Contact Record Foster Home Licensing: The Keys to Success 	<ul style="list-style-type: none"> Placement in Child Welfare Services Introduction to the Monthly Foster Care Contact Record

4. Elective Courses

Classroom-Based	Online
<ul style="list-style-type: none"> Assessing and Strengthening Attachments Child Forensic Interviewing Coaching Children’s Caregivers through Challenging Moments Domestic Violence Policy and Best Practices in Child Welfare Engaging the Non-Resident Father for Child Welfare Staff Fostering and Adopting the Child Who Has Been Sexually Abused (CSA/MAPP) Helping Youth Reach Self-Sufficiency (Foster Parent Training) Intro to Child and Family Teams: A Cross-System Training From the Family's Perspective Intro to Child Welfare Data Sources Intro to Substance Abuse for Child Welfare Services IV-E: An Overview Keeping It Real: Child and Family Teams with Youth in Transition 	<ul style="list-style-type: none"> Life Books: Motivating the Memory Keepers LINKS 101 Medicaid Administrative Claiming for Adults and Children Motivating Substance Abusing Families to Change: An Advanced Practice Course PS-Deciding Together Real World Instructional Event Responding to Child Sexual Abuse Secondary Trauma: A Course for Child Welfare Workers Shared Parenting Trauma-Informed Behavior Management for Child Welfare Trauma-Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting (TIPS-MAPP) TIPS-MAPP Leader Update Certification Training Visitation Matters
	<ul style="list-style-type: none"> Adoption Assistance Eligibility Adult Mental Health Issues Which Impact Families Served by Child Welfare Advocating for Child and Adolescent Mental Health Services Foster Home Licensing: The Keys to Success Fostering Connections I: Partnering to Improve the Health and Well-being of Children in Foster Care Introduction to the Monthly Foster Care Contact Record Methamphetamine: What a Social Worker Needs to Know Money Matters: Foster Care Funding Basics Understanding and Intervening in Child Neglect Understanding Child Mental Health Issues Train-the-Trainer for Becoming a Therapeutic Foster Parent <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Webinars</p> <p>The NCDSS offers several 90-minute webinars each year for directors, supervisors, and front line staff on a variety of child welfare topics. Look for announcements about these events on the Division’s cwlistserv. To subscribe, go to https://lists.ncmail.net/mailman/listinfo/cwlistserv</p> <p style="text-align: center;">Past Webinars</p> <p>Are archived here http://fcrp.unc.edu/videos.asp</p> </div>



The North Carolina Child Welfare Education Collaborative

The North Carolina Child Welfare Education Collaborative provides multiple opportunities for students in authorized social work programs to prepare for careers in public child welfare. Participation in the Collaborative includes learning activities designed to address specific child welfare pre-service competencies. The Collaborative has special permission, given by the NC Division of Social Services, to integrate State-mandated child welfare pre-service training competencies into the social work curriculum. This is done through course work, field placements and other learning experiences. Students who complete the approved curriculum at their university satisfy North Carolina’s child welfare pre-service requirements upon graduation. This certification is valid for two (2) years after graduation.

Authorized Social Work Programs

The social work programs listed below are authorized by the NC Division of Social Services to offer an alternative form of Pre-Service education. The NC Division of Social Services reviewed the curriculum each social work program uses to teach child welfare pre-service competencies and issues a Pre-service Training Waiver to these social work programs. Students who are participating in the Child Welfare Education Collaborative can, under appropriate supervision, be assigned cases and engage in direct client contact in their field placements.

Once students have successfully addressed all child welfare Pre-service Training requirements and competencies, traditionally at graduation, they receive a Pre-service Certificate and are listed in the statewide training database.

Basic components provided by ALL programs:

- Social work courses the program has designated as those that address child welfare pre-service competencies
- Child welfare course or training/workshop
- Field placement in public child welfare in a county department of social services
- Graduation with a degree in social work

Authorized Social Work Programs	
Appalachian State University – BSW and MSW	North Carolina State University – BSW and MSW
East Carolina University – BSW and MSW	Shaw University - BSW
Fayetteville State University - MSW	University of North Carolina at Charlotte – BSW and MSW
Joint MSW Program - MSW	University of North Carolina at Greensboro - BSW
Methodist University – BSW	University of North Carolina at Pembroke – BSW
North Carolina A&T State University - BSW	University of North Carolina at Wilmington – BSW
North Carolina Central University – BSW and MSW	University of North Carolina at Chapel Hill - MSW
	Western North Carolina University – BSW and MSW

REGIONAL TRAINING CENTER INFORMATION

Asheville Regional Training Center

- 1. Asheville-Buncombe Technical Community College** Classrooms: 322 and 330
Technology Commercialization Center, 3rd Floor
1463 Sand Hill Road
Candler, NC 28715 – State Courier Number: 12-64-02
Phone Number: (828) 670-5050
Fax Number: (828) 670-5053

Charlotte Regional Training Center

- 2. Central Piedmont Community College** Classrooms: 2105 and 2110
Harris Campus One (formerly West Campus)
3210 CPCC Harris Campus Drive
Charlotte, NC 28208 – State Courier Number: 05-18-41
Phone Numbers: (704) 395-2110, (704) 395-2138, (704) 395-2160
Fax Number: (704) 395-2101

Greensboro Regional Training Center

- 3. Guilford Technical Community College** Classrooms: 217 and 218
Send postal mail to: NCDSS – Greensboro Regional Training Center
GTCC –Adult Education Center, Room 213 (Greensboro Campus),
PO Box 309, Jamestown, NC 27282 – State Courier Number: 13-29-04
Physical location: Greensboro Campus-Adult Education Center
3505 East Wendover Avenue, Greensboro, NC 27405
Phone Number: (336) 954-1747, (336) 954-1748, (336) 954-1749
Fax Number: (336) 954-1750

Fayetteville Regional Training Center

- 4. Cumberland County DSS** Classrooms: G05-A, G05-B, and G05-C
1225 Ramsey Street, Room G05
Fayetteville, NC 28301 – State Courier Number: 14-62-43
Phone Number: (910) 677-0460, (910) 677-0466, (910) 677-0448
Fax Number: (910) 677-0468

ASHEVILLE REGIONAL TRAINING CENTER

Classrooms 322 and 330

Asheville-Buncombe Technical Community College
Technology Commercialization Center, 3rd Floor
1463 Sand Hill Road, Candler, NC 28715

For further information on your registration or to cancel your attendance, please call the registration contact person listed in your confirmation letter.

To confirm that training event will take place in case of inclement weather, please call the Asheville-Buncombe Tech. Community College at 828-398-7900 or check website: <https://www.abtech.edu> at 828-254-1921. If the facility is closed, the event is canceled.

Directions to the Asheville-Buncombe Technical Community College

From I-40 Eastbound:

- Take I-40 West to Exit 44, which is West Asheville/Enka Candler.
- Turn right on 19/23 (will see McDonald's and Zaxby's on right).
- Drive South toward Candler, NC.
- Turn Left 4th traffic light (from exit) onto Sand Hill Road.
- At the light in front of the Ingles Grocery store, turn left into the main entrance of the campus.
- Turn towards the building on the left (Technology Commercialization Center - TCC Building) and drive to the left of the building. (Do not go to the front of the building and the main entrance.)
- There are several parking lots to the left of the TCC. Mostly instructors park in the first lot and students drive up the slight incline and park under the trees on the next level.
- You will enter the building on the side through the glass door (with the black awning and 1463 over the door). The elevator is just a ways on the left. Go up to the third floor, take a left, and there are two classrooms down the hall on the right. We will have the sign up for your classroom.

From I-40 Westbound:

- Take I-40 East to Exit 44 to the 1st traffic light
- Turn right on 19/23 (will see McDonald's and Zaxby's on right.)
- Drive South toward Candler/Canton, NC.
- Turn left at the 4th traffic light from exit onto Sand Hill Road
- At the light in front of the Ingles Grocery store, turn left into the main entrance of the campus.
- Turn towards the building on the left (Technology Commercialization Center - TCC Building) and drive to the left of the building. (Do not go to the front of the building and the main entrance.)
- There are several parking lots to the left of the TCC. Mostly instructors park in the first lot and students drive up the slight incline and park under the trees on the next level.
- You will enter the building on the side through the glass door (with the black awning and 1463 over the door). The elevator is just a ways on the left. Go up to the third floor, take a left, and there are two classrooms down the hall on the right. We will have the sign up for your classroom.

Parking

Parking is free, but is prohibited in areas designated as Fire Lane, Loading Zone.

Asheville Area Motels

Several motels are located in close proximity to A-B Technical Community College. By providing a listing of the area lodging, NCDSS is not recommending the cost, quality, or service of a particular motel. Participants are responsible for arranging their own accommodations.

Holiday Inn-Biltmore West

435 Smokey Park Hwy
800-665-2161

Red Roof Inn

16 Crowell Road
828-667-9803

Comfort Suites Outlet Center

890 Brevard Road
828-665-4000

Crowne Plaza Resort

1 Resort Drive
828-254-3211

Hampton Inn-Biltmore

1 Rocky Ridge
828-667-2022

Square Sleep Inn

1918 Old Haywood Road
828-670-7600

Super 8 Motel

8 Crowell Road
828-667-8706

CHARLOTTE REGIONAL TRAINING CENTER
Classrooms 2105 and 2110
Central Piedmont Community College (CPCC)
Harris Campus One (formerly West Campus),
3210 CPCC Harris Campus Drive Charlotte, NC 28208

For further information on your registration or to cancel your attendance, please call the registration contact person listed in your confirmation letter.

To confirm if training event will take place in case of inclement weather, please call Central Piedmont Community College at 704-330-6888. If the facility is close, the event is canceled.

Directions to Charlotte Regional Training Center

From Hickory:

Highway 16 South. Join I-77 (once you reach I-77 South, continue with directions from the Statesville area).

From Statesville:

I-77 South. Take Exit 6B (Billy Graham Exit) and continue right onto Billy Graham Parkway. Go through two stop lights. At the fourth stop light, make a right onto Morris Field Drive. Make the next right onto CPCC West Campus Drive. We are located in the building to your right as you come into the campus.

From Gastonia:

I-85 North. Take Exit 33 (Billy Graham Parkway). Make a right turn onto Billy Graham. Go through two stop lights. At the third stop light, make a left onto Morris Field Drive. Make the next right onto CPCC West Campus Drive. We are located in the building to your right as you come into the campus.

From Concord:

I-85 South. Take Exit 33 (Billy Graham Parkway). Make a left turn onto Billy Graham. Go through three stop lights. At the fourth stop light, make a left onto Morris Field Drive. Make the next right onto CPCC West Campus Drive. We are located in the building to your right as you come into the campus.

From Monroe:

Highway 74 to I-277 South. Bear towards your left from I-277 South to Wilkinson Boulevard. Go through four stop lights on Wilkinson Boulevard. At the fifth stop light, make a left onto Morris Field Drive. Continue traveling on Morris Field Drive for approximately one mile. Make a left on CPCC West Campus Drive. We are located in the building to your right as you come into the campus.

Parking

Free parking is available for participants at the training site.

Charlotte Area Motels

Several motels are located in close proximity to Central Piedmont Community College. By providing a list of area lodging, NCDSS is not recommending the cost, service, or quality of any particular motel. Participants are responsible for their own accommodations.

Holiday Inn Airport
2707 Little Rock Road
Charlotte, NC
704-394-4301

Comfort Suites
I-85 & Bill Graham Parkway
3425 Mulberry Church Road
704-971-4400

FAYETTEVILLE REGIONAL TRAINING CENTER

Classrooms: G05-A, G05-B, G05-C

Cumberland County DSS

P.O. Box 2429

1225 Ramsey Street – Suite G05

Fayetteville, NC 28301

For further information on your registration or to cancel your attendance, please call the registration contact person listed in your confirmation letter.

To confirm if a training event will take place in case of inclement weather, please call Cumberland County DSS Government Weather Line (910) 678-7701. (If Cumberland County public schools are closed, training will not be held at the Fayetteville Regional Training Center.

Directions to Cumberland County DSS

Coming from the North (traveling South):

I-95 to Exit 56, (Route 301) - This is also identified as the Fayetteville/Fort Bragg/Pope Air Force Base exit. Travel approximately 6 miles. Turn right at the Sandpiper Restaurant onto Grove Street. Travel approximately .08 of a mile and turn right onto Ramsey Street. Go 1 mile, crossing over the railroad tracks. Turn left onto Peace Street. Go two blocks then turn left onto Hillsboro Street. Parking lot is on left.

Coming from the South (traveling North):

I-95 to exit 52B – Go straight for approximately 8 miles (this will become Grove Street). Turn right onto Ramsey Street. Go 1 mile, crossing over the railroad tracks. Turn left onto Peace Street. Go two blocks, turn left on Hillsboro Street. DSS parking lot is on the left.

Coming from 87 North (traveling South):

Take 87 South through Spring Lake/Fort Bragg into Fayetteville (this stretch is also called Bragg Blvd). Keep on Bragg Blvd headed towards downtown approximately 8 miles. Make left on Martin Luther King Blvd (401N Business). Go to stop light make left on Ramsey Street. Cross railroad tracks and make left on Peace Street. Go to the stop sign and make left on Hillsboro Street. Make left into DSS parking lot.

Parking

Ample free parking is available at Cumberland County DSS. Participants may park in any area that is not designated as a Fire Lane, No Parking Zones or areas identified as Staff Parking. Handicapped parking is available at the front of the building.

Fayetteville Area Hotels

Several hotels are located in relative close proximity to the Cumberland County Department of Social Services. Most of the hotels listed are located at Exit 49 of I-95. By providing a listing of the area lodging, NCDSS is not recommending the cost, quality, or service of a particular motel. Participants are responsible for arranging their own accommodations.

Red Roof Inn
1902 Cedar Creek Road
Fayetteville, NC
910-438-0748

Comfort Inn
1922 Skibo Road
Fayetteville, NC
910-867-1777

Holiday Inn Fayetteville - Bordeaux
1707 Owen Drive
Fayetteville, NC
910-323-0111

Hampton Inn
1922 Cedar Creek Road
Fayetteville, NC
910-323-0011

Holiday Inn @ I95
1944 Cedar Creek Road
Fayetteville, NC
910-323-1600

GREENSBORO REGIONAL TRAINING CENTER

Classrooms 217 and 218

Send all postal mail to: NC DSS – Greensboro Regional Training Ctr.

GTCC Adult Education Center, Rm. 213 (Greensboro Campus)

PO Box 309, Jamestown, NC 27282

Physical Location: Guilford Technical Community College – (Greensboro Campus)

Adult Education Center, 3505 East Wendover Avenue, Greensboro, NC 27405

For further information on your registration or to cancel your attendance, please call the registration contact person listed in your confirmation letter.

To confirm if training event will take place in case of inclement weather, please call the Guilford Tech. Community College at 336-334-4822 or 336-454-1126. If the facility is closed, the event is canceled.

Directions to Guilford Technical Community College, Adult Education Center (Greensboro Campus)

Traveling from South to Greensboro – (Business I-85 North/1-40 East) to Highway 70

Traveling from the South take Business I-85 North to Greensboro. Continue onward for several miles and follow route markers for I-40 East/I-85North (Business) heading towards Durham. The road will fork so be sure to stay in the left hand lanes and follow the sign that says **I-85 North Business /I-40 East (Thru Traffic Left Lanes)**. You will go approximately 6.8 miles and take **Exit 227 (I-85 S to Hwy 70)**. **Once you take this exit stay to the right and make an immediate right turn onto Hwy 70.** At the top of the ramp merge into the left lane (onto Future 840) and continue on approximately 2 miles. As you approach the end of this loop, you will see a sign that says Greensboro. Make a right turn and merge left onto Burlington Road. Travel approximately 2 more miles to Penry Road and make a right turn at the stop light. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

Traveling from South to Greensboro via I-85 Interstate/Bypass to Highway 70

Traveling Interstate I-85N/I-40E/70 to Greensboro to bypass city traffic. Traveling into Greensboro the highway will fork and you will need to stay to the left in order to pick up I-85 North Interstate and bypass business traffic. Continue on straight for several miles and take Exit 131. Then continue on straight following the signs to Hwy 70. Travel approximately 2 miles, and as you approach the end of the loop, you will see a sign that says Greensboro. Make a right turn and merge left onto Burlington Road. Travel approximately 2 more miles to Penry Road and make a right turn at the stop light. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

Traveling to Greensboro via I-85/40West: Once you pass the Mount Hope Church Road

Exit keep right to take I-40 W/I-85-BR S via Exit 131 toward I-70/Greensboro/Winston Salem (travel 0.4 mi) and take Exit 227 toward US-70/US-29N/US-220N (travel 0.6 mi) and merge onto Future I-840 W. Merge onto US-70 W via Exit 19 toward US-29N/US-220 N. Continue on approximately 2 miles. As you approach the end of this loop, you will see a sign that says Greensboro. Make a right turn and merge onto Burlington Road. Travel approximately 2 more miles to Penry Road and make a right turn at the stop light. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

From I-40 traveling East from Winston Salem toward Greensboro

Stay in the right hand lane and follow signs for I-40 East: Greensboro/Raleigh. Go approx. 7.0 miles and stay in left hand lane, following signs for I-40 E and I-85 N Business/Durham. Go approximately 6.8 miles to **Exit 227: I-85 South and To Hwy 70**. Once taking this exit stay to the right (and make an immediate right turn onto Hwy 70/Future 840). At the top of the ramp merge into the left lane (onto Future 840) and continue on approximately 2 miles. As you approach the end of this loop, you will see a sign that says Greensboro. Make a right turn and merge left onto Burlington Road. Travel approximately 2 more miles to Penry Road and make a right turn at the stop light. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

Traveling from Highway 421 North to Greensboro

Take 421 North to Greensboro. Cross over Alamance Church Road (As a landmark you will see McDonald's on the right and Burger King on the left). At the next stop light you will make a right turn and stay in the right lanes to take the 85-N Exit (Burlington/Durham). You will go approximately 6.8 miles and take **Exit 227 (I-85 S to Hwy 70)**. **Once you take this exit stay to the right and make an immediate right turn onto Hwy 70.** At the top of the ramp merge into the left lane (onto Future 840) and continue on approximately 2 miles. As you approach the end of this loop, you will see a sign that says Greensboro. Make a right turn and merge left onto Burlington Road. Travel approximately 2 more miles to Penry Road and make a right turn at the stop light. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

Traveling from Highway 29 South to Greensboro: Take the Wendover Avenue East Exit – This brings you to Arnold Street – make a right turn – go to the end of the street and turn right onto East Wendover Avenue. Continue on straight until you come to Penry Road and make a left turn. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

Traveling from 220 South to Greensboro: From Randolph, Montgomery, Moore county area, take Hwy 220N to Greensboro. Take Exit #79A and merge left onto Hwy 85N. Continue onward for several miles and follow route markers for I-40 East/I-85North (Business) heading towards Durham. The road will fork so be sure to stay in the left hand lanes and follow the sign that says **I-85 North Business /I-40 East (Thru Traffic Left Lanes)**. You will go approximately 6.8 miles and take **Exit 227 (I-85 S to Hwy 70)**. **Once you take this exit stay to the right and make an immediate right turn onto Hwy 70.** At the top of the ramp merge into the left lane (onto Future 840) and continue on approximately 2 miles. As you approach the end of this loop, you will see a sign that says Greensboro. Make a right turn and merge left onto Burlington Road. Travel approximately 2 more miles to Penry Road and make a right turn at the stop light. Make a left turn into the Guilford Tech Comm. College entrance and bear to the right to enter the Adult Education Center parking lot.

Parking

Parking is available free of charge. Parking is prohibited in areas marked Fire Lane, Loading Zone and Staff/Faculty. Handicapped parking is available in the front of the AEC building and stickers must be displayed. Parking tickets are the responsibility of the participants.

Motels

www.visitnc.com

By providing a listing of the area lodging, NCDSS is not recommending the cost, quality, or service of a particular motel. Participants are responsible for arranging their own accommodations.

Wingate by Wyndham (I-40/W. Wendover Ave)
6007 Landmark Center Blvd.
Greensboro, NC 27407
336-854-8610

Comfort Suites Four Seasons
3308 Isler Street
Greensboro, NC 27407
336-235-4002

La Quinta Inn & Suites (I-40/W. Wendover Ave)
1201 Lanada Road
Greensboro, NC 27407
336-316-0100

Drury Inn
3220 High Point Road
Greensboro, NC 27407
336-856-9696

INCLEMENT WEATHER POLICY

Regional Training Centers:

The safety of training participants is paramount when it comes to traveling to and from training events. We recognize that no policy can cover every potential inclement weather situation. This policy will address the most common situations. Fortunately, inclement weather days are infrequent, but these are the guidelines for when they occur.

If there is a threat of, or actual inclement weather, prior to the beginning of the training event, participants will be notified via email or phone call. This notification may come from the trainers or the registrars. For this reason, it is extremely important that the contact information you enter in the ncswLearn.org database is accurate. For those who are traveling the night before the training begins and no closing announcements have been made, staff are advised to listen to weather reports and use their best judgment about driving conditions and whether or not to make the trip.

If inclement weather occurs after a training event has begun, classroom trainers will communicate with participants on arrangements for resuming classes. Many factors may be taken into consideration when it comes to making up a training event. These include but are not limited to the length of the inclement weather event, driving conditions, the schedule of the trainers, the availability of the facility and the flow of the course.

If a training event is scheduled at one of our four regional training centers, participants may also contact the facility to determine if the facility will be open. If the facility is closed, classes are cancelled.

Asheville-Buncombe Tech. Comm. College
(828) 254-1921

Asheville Regional Training Center
(828) 670-5050

Central Piedmont Community College
(704) 330-6888
Charlotte Regional Training Center
(704) 395-2110

***Cumberland Co. DSS (Govt. weather line)**
(910) 678-7701
Fayetteville Regional Training Center
(910) 677-0460

Guilford Tech. Comm. College
(336) 454-1126 or (336) 334-4822
Greensboro Regional Training Center
(336) 954-1747

***Please note that if Cumberland County Public Schools are closed, classes will not be held at the Fayetteville Regional Training Center.**

GUIDELINES FOR REGISTRATION

1. On-line registration applications can be submitted at <http://www.ncswlearn.org>.
2. Please carefully follow the steps for completing your registration online. If you are a supervisor and need help to register a new employee, click on <https://www.ncswlearn.org/help/faq.aspx>. This takes you to the Frequently Asked Questions page. Question #12 provides instructions in a drop down box for registering employees.
3. Your name will appear on the certificate as it does on the registration application.
4. Registrants' home phone numbers are requested in case of inclement weather.
5. Registrations applications will **ONLY** be accepted online.
6. Registration applications will **ONLY** be accepted after the registration opening date.
7. Registrants who are accepted to the training event will receive a "Confirmation" letter. Registering online **does not guarantee** that you are registered for a training event. Confirmation letters will be emailed after registration closing dates to the enrolled person.
8. If a training event has reached its maximum number of participants, additional registrants will receive a "Waiting List" email or an "Event Full" email.
9. If space is available after the registration closed date, registration will be accepted **ONLY** after prior communication with the registrar for that event. Registrars will provide instructions on how to register.
10. Agencies with new employees to hire must use the new employee's name and employment starting date when registering for training. Agencies may **not** use another employee's name to secure registration for the individuals to be hired.
11. The NC Division of Social Services wishes to ensure that no individual with a disability is discriminated against because of the absence of auxiliary aids and services. Individuals with disabilities who require accommodations in order to participate in our training events are encouraged to contact the assigned registrar prior to the training.
12. **Participants "MUST" be present for the entire training unless it is an emergency.**
13. If you are making up for a missed training day, you must submit online a registration application, indicating the training days you need to make up.
14. All participants must pre-register for all training events based upon the opening and closing dates listed online for each course.
15. A participant who is already enrolled for a training event and is unable to attend needs to cancel. **No substitutions are allowed.** If you wish to send another employee, that employee must pre-register. Pre-registration of the second employee does not guarantee acceptance into the training. Once the first employee cancels his/her registration for training, the registrar then goes to the next person on the waiting list to fill the classroom vacancy. **Training slots are assigned to individual participants and not to a particular county.** Due to the administrative preparation and processes that occur prior to a training event, **walk-ins are discouraged. Walk-ins will not be accepted if the class is full.**
Note:
 - (a) To cancel **your own** registration online: select "*My Personalized Learning Portfolio (PLP)*", and then click on the link "*cancel*" next to the specific training event. **If less than 72 business hours**, you must contact the registrar via email by clicking on the registrar name link.
 - (b) To cancel **your worker's** registration online: select "Supervisor Resources," select "Employee Training Schedule," select the month of the training, click on the link of your "employee name," and then click on the link "cancel" next to the specific training event. **If less than 72 business hours**, you must contact the registrar via email by clicking on the registrar name link.
16. **Participants must be present the first day of training. If the first day of training is missed, the participant will not be allowed into the class and will be asked to register for another event.**
17. When personnel or schedule changes occur in your agency and you are not going to attend a training for which you are enrolled, please be sure to cancel your registration as soon as possible. This will make it possible to meet the training needs of staff from other agencies.

18. Cancellation for training events should be made **no later than 72 business hours** prior to the training, as we may be able to fill your slot with someone on the waiting list, or avoid extra costs for training materials. In the event of an emergency, cancellations will be accepted up to the beginning date of training.
19. If you have registered for training but did not attend and did not email the registration contact person that you did not plan to attend, the immediate supervisor will receive a **“No Show”** letter as a notification of your training absence.
20. If you have to leave early or arrive late due to an emergency, please speak to the trainer to arrange a time to make up missed material. Until the material is made up, you will receive an incomplete, and an “incomplete” letter will be sent to your supervisor informing them of your status.
21. The registration selection process for the social work professional is prioritized based on the following:

Pre-Service Training (100 level):

1. Child Welfare Staff, contract staff and student interns in a county Department of Social Services who are affected by the law requiring 72 hours of pre-service training prior to direct client contact will always receive priority, and registrations will be accepted in the order in which they are received.

Family Preservation/Family Support Training (200 Level):

1. Family Preservation Program staff who are affected by the training policy requiring training within 90 days following employment will receive priority for *Family-Centered Practice in Family Preservation Programs*.
2. Family Support and Family Resource Center workers and supervisors will receive priority for *Connecting with Families: Family Support in Practice*.
3. CPS In-Home Child Welfare Services Staff are encouraged to attend this training and registrations will be accepted as space allows following the registration closing date.

In-Service Trainings (200 Level)

1. Child Welfare and contract staff employed in a county Department of Social Services who are affected by the law requiring additional training within the first year of employment will receive priority. Child Welfare staff and student interns employed in a county Department of Social Services not affected by the training law requiring 18/39 hours of additional training within the first year of employment are accepted as space allows following the registration closing date.
2. Staff from private child-placing and adoption agencies may attend *Adoptions in Child Welfare Services* depending upon availability of space following the registration closing date.
3. Staff from private child-placing agencies and Mental Health (therapeutic homes) may attend *Foster Home Licensing in Child Welfare Services* depending upon availability of space following the registration closing date.
4. To allow equal access to training, the registrar may need to limit the number of participants from one county. If the total number of registration applications exceeds the maximum, the registrar will contact the county to prioritize which employees they will send to the training.

In-Service Trainings (300 Level):

1. Child Welfare Staff employed in a county Department of Social Services who are affected by the law requiring 24 hours of continuing education on a yearly basis, based upon date of employment, will received priority.
2. Child Welfare staff and student interns employed in a county Department of Social Services not affected by the training law/requiring 24 hours of continuing education are accepted as space allows following the registration closing date..
3. To allow equal access to training, the registrar may need to limit the number of participants from one county. If the total number of registration applications exceeds the maximum, the registrar will contact the county to prioritize which employees they will send to the training.

Trauma Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting (TIPS-MAPP) (300 level):

Registrations are accepted beginning on the opening date listed on ncswLearn.org.

Child welfare social workers employed in NC County Departments of Social Services and staff from licensed private child placing agencies (or agencies nearing the completion of the licensing process with North Carolina) are eligible to apply and must register themselves online via ncswLearn.org. All participants (from both public and private agencies) must meet Social Worker II qualifications as outlined through the Office of State Personnel. (Minimum training and experience requirements for a Social Worker II position are a BSW/MSW, or a 4-year degree in a human services field plus one year directly related experience, or 4-year College or University degree plus two years of directly related experience.)

A Department of Social Services or a licensed private child placing agency may contract with a person who meets the above requirements to conduct the responsibilities of TIPS-MAPP. In this event, the local Department of Social Services or licensed child placing agency should provide the person with whom they are contracting with a letter verifying that this person is under contract and meets the staffing qualifications noted above. These individuals must register themselves online via ncswLearn.org and fax ASAP the verification letter to Staff Development Team, Registrar at 919-334-1173. Detailed information on qualification for eligibility to attend, as well as the registration process, may be found in this document under the course description for TIPS-MAPP.

This course is also open to foster and adoptive parents who have a minimum of 2 years accumulated experience parenting foster or adoptive children. The foster/adoptive parent must have a firm commitment from a licensed child placing agency to co-lead TIPS-MAPP sessions. The agency contracting with an experienced foster parent who will be co-leading the TIPS-MAPP, should provide a letter verifying the foster/adoptive parents' experience and the agency's commitment to involvement of the foster/adoptive parent in the group sessions. The experienced foster/adoptive parents must register themselves online via ncswLearn.org and fax ASAP the verification letter to Staff Development Team, Registrar at 919-334-1173. Detailed information on qualifications for eligibility to attend, as well as the registration process, may be found in this document under the course description for TIPS-MAPP.

APPLYING TO REGISTER FOR TRAINING ONLINE

ncswLearn.org

The NC Division of Social Services and its training partners have developed a training web site to make it easier for human services professionals to get the most out of the training our state provides. Through this site, ncsWLearn.org, you can:

- **Find training.** All the training courses currently available or search the site to find the times a specific training is being offered.
- **Apply to register for training online.** It's simple!
- **Track your training attendance history.** Whenever you take a course you add to your own personal training history, which makes it easy to assess which courses you need to take.
- **Update your personal information.** Has your job title changed? Gotten married and changed your name? You can update your information in the training system to ensure it is current and accurate.
- **Take an Individualized Training Assessment (ITA)** to plan and prioritize your professional development by viewing which trainings are required, recommended, and elective and self-assessing yourself in terms of a specific set of competencies (knowledge and skills) related to your job function. **Note:** The ITA tool is available only to County DSS child welfare supervisors and social workers whose job functions are CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, Family Preservation, Family Support, Child and Family Teams Facilitator, Child Placement, including LINKS (Independent Living), Foster Home Licensing, or Adoptions.
- **Take an online course.** Take an online course. ncsWLearn.org is a portal through which you will be able to take the Division's online courses.
- **Save trees.** Because so many of its features are web-based, ncsWLearn.org uses less paper for mailings and calendars, saving thousands of trees a year.

Who Can Use ncsWLearn.org?

Child Welfare staff members from North Carolina county departments of social services, state agencies, and private child-placing agencies are eligible to attend training events sponsored by the NC Division of Social Services as long as they meet eligibility requirements.

Is There a Catch?

You're thinking this sounds too good to be true, right? That there must be some catch? If you want to look at it that way, there is only one

You need a unique e-mail.

To use ncsWLearn.org, each person must have a unique e-mail address so you can create your ncsWLearn.org account. Preferably this address should be a work-related one.

Registrars

A Registrar is assigned to each training event. For an up to date list of Registrars go to

<https://www.ncswlearn.org/help/registrar.aspx>

Other Important Points

When will confirmation letters be emailed?

Confirmation letters will not be emailed until the closing date for registration for the course. The only exception to this is the *Child Welfare in North Carolina: Pre-Service Training*. Confirmation letters for the pre-service course will be emailed as soon as registrations are confirmed.

Who will receive confirmation letters?

Confirmation letters will be emailed only to the person enrolled for the course, not the person's supervisor or the agency's training administrator. The pre-service, *Child Welfare in NC* is an exception—confirmation letters for this course will be e-mailed to the supervisors of pre-service participants.

How will confirmation letters be sent?

Confirmation letters as well as any other communication (e.g., "waiting list" letters, "event full" letters) will be sent as an attachment to e-mail.

How to Cancel out of Training Online?

To cancel **your own** registration online: select "*My Personalized Learning Portfolio (PLP)*", and then click on the link "*cancel*" next to the specific training event. **If less than 72 business hours, you must contact the registrar via email by clicking on the registrar name link.**

To cancel **your worker's** registration online: select "*Supervisor Resources*," select "*Employee Training Schedule*," select the month of the training, click on the link of your "*employee name*" and then click on the link "*cancel*" next to the specific training event. **If less than 72 business hours, you must contact the registrar via email by clicking on the registrar name link.** Contact information for registrars may be found at <https://www.ncswlearn.org/help/registrar.aspx>

Please Note:

Training may be cancelled for any unforeseen event such as inclement weather, illness of a trainer or lack of number of participants needed for training. **The Division reserves the right to determine the maximum or minimum number of participants for training based on the nature of the course, space or any other factors that would affect an optimal learning environment.**



County Training Manager Resources

There is a section on [ncswLearn.org](http://ncswlearn.org) where your county's designated DSS staff development manager or a training coordinator can manage all aspects of training related to your child welfare staff. To gain access to this feature, your agency's staff development or training coordinator will need to contact the site's web administrator by going to www.ncswlearn.org, clicking on the "Help" option in the menu at the top of the screen, and requesting access rights.

TRAINING GUIDELINES AND POLICIES FOR AN EFFECTIVE LEARNING EXPERIENCE

The N.C. DSS Child Welfare Services Statewide Training Partnership would like to welcome you to training. While in training, we hope your experiences will be enriching and will provide you with knowledge and skills that you can use in your work with families. **Please review the following policies prior to attending training.** These policies include expectations about arrival times, emergency absences, and requirements for receiving a certificate of completion. To enhance your training experience, these policies and guidelines will present strategies that both you and your supervisor can incorporate before, during, and after the classroom training occurs.

BEFORE

- All participants should pre-register for all training events according to the registration guidelines outlined in this document.
- **If you know in advance that you will need to miss any days, please register for a class that is more convenient for your schedule.**
- If you are unable to attend training, please cancel in advance so that we may serve other participants on the waiting list.
- Prior to training, discuss with your supervisor: caseload coverage in your absence, your expectations of the course, beginning and ending times of training, county compensatory time policy, and agency dress code while attending training.
- To support transfer of learning from the training to your agency's practice, we encourage you to meet with your supervisor. We also recommend that your supervisor and you complete a Transfer of Learning (TOL) Tool. This Tool was developed in partnership with the NC Child Welfare Supervisors' Workgroup. For a copy of the TOL tool, please click here: [TOL Tool](#)
- Bring your confirmation letter and any handouts requested and to the training. Training begins at 9:00 a.m. Plan to allow plenty of time in order to get to the training site on time.
- Participants enrolled in online courses must make sure their computer meets the following requirements:
 - **Broadband Internet access**
 - Internet Explorer Web browser 6.0 or higher (recommended);
 - **Adobe Flash Player** (highest version) must be installed on your computer as a plug-in to the Web browser for video and audio capability. A free Flash Player is available for downloading at <http://www.adobe.com/products/flashplayer>.
 - **Speakers and/or a headset** are needed to listen to the audio that goes with the course screens. If you are using a public computer lab or sharing an office, we recommend that you use a headset to avoid disturbing others.
 - A **mic or mic/headset combo** to participate in live sessions of online courses as needed.
 - **Adobe Reader** (version XI, DC, or higher) must be installed on your computer. To download latest version of Adobe Reader, go to: <https://get.adobe.com/reader/>

**TRAINING GUIDELINES AND POLICIES FOR AN
EFFECTIVE LEARNING EXPERIENCE
(continued)**

DURING

- **Participants must be present the first day of training and will need to be prepared to remain for all training days. If the first day of training is missed, the participant will not be allowed into the class and will be asked to register for another training event. Training will not conclude early.**
- If training takes place at the Asheville, Charlotte or Greensboro Regional Training Centers, participants will need to complete a community college registration form on the first day of training.
- Participants can enhance the effectiveness of training by:
 - Participating in activities and group discussions.
 - Sharing your knowledge and experiences with others.
 - Refraining from side conversations as this often disrupts the learning of others.
 - Adhering to the group norms developed by the group.
 - Turning cellular phones and beepers off or to the silent mode during classroom time.
 - Returning from breaks and lunch on time.
- Complete class assignments that may occur outside of the classroom as this enhances group discussions and the sharing of different perspectives on a particular topic.
- **Attend the entire length of training** which will result in a certificate of completion from NCDSS. If training takes place at the Asheville, Charlotte or Greensboro Regional Training Centers, continuing education credits from the community college will be given.
- **If you have to leave early or arrive late due to an emergency, please speak to the trainer to arrange a time to make up missed material. Until the material is made up, you will receive an incomplete, and an “incomplete” letter will be emailed to your supervisor informing them of your status. For trainer information please go to <https://www.ncswlearn.org/help/trainer.aspx>.**
- Supervisory contact should be limited to avoid interrupting your employee’s training. Frequent phone calls to your worker are often distracting, decreasing the individual’s concentration.
- Use cell phone, including text messaging, outside the classroom during breaks.

AFTER

- As your feedback is very important to the Staff Development Team, please complete the electronic Participant Satisfaction Form (e-PSF). Participants will receive an email with a link to the e-PSF. Evaluations are used to determine the effectiveness of the training center, staff, curriculum and competence of trainers.
- Upon return to the agency, discuss acquired information with your supervisor and co-workers to enhance your retention of the material. We also recommend that your supervisor and you complete a Transfer of Learning (TOL) Tool. This Tool was developed in partnership with the NC Child Welfare Supervisors’ Workgroup. For a copy of the TOL tool, please click here: [TOL Tool](#)
- Apply new knowledge and skills learned, shortly following your return to the agency as this will enhance your retention of knowledge and will begin to build your social work skills.

Upon your return to the agency, if you should have any questions about the training you attended, please feel free to contact the trainer(s) for the specific course you attended to clarify any information or questions. **For trainer information go to <https://www.ncswlearn.org/help/trainer.aspx>**

Thank you for your assistance in making each training event a positive experience.

FOR SUPERVISORS: HOW TO REGISTER MY EMPLOYEES ONLINE

In order to register your employee online for training, the employee must be in the system, be linked to you as a supervisor and show up in your list of employees.

1. Select "Supervisor Resources" → click "Employee Management."
2. If the employee is on your list of employees, go to the step below 'Register my employee for a training event'.

Employee is not on my list

1. If the employee is not on your list of employees, select "Employee Management" → click "Add a New Employee."
2. Enter employee's first and last name → click "Search for Employees."
 - 3a. If the employee is already in the system, the name will appear in a table.
Go to the step below 'Request to be assigned supervisor'

OR

- 3b. If the name does not appear and you are fairly sure this person has been employed by a NC County DSS and should be in the system, double-check the spelling and try searching with only the last name. If you still don't find them, go to the step below 'Add employee to system.'

Request to be assigned supervisor

1. You will need to create a request to make you the supervisor of the employee by clicking "Select" to the left of the employee's name. Then, click "Select" again.
2. Now the change request is waiting for approval. Click "Close window."
3. The employee is now shown in the table "My requests to be Assigned Supervisor of Existing Employees." The change request should be approved within a few minutes to an hour.
4. Click "Refresh Employee Listing."
5. Once the request has been approved, you will receive an e-mail, and the person will show up in your employee list. (You may need to click "Refresh Employee Listing.") You can now register them for training. Go to the step below, "Register my employee for a training event."

Add employee to system

1. If you are searching for a person and still getting no results, then click "Enter Employee Information" and complete it.
2. Then, click "Finish."
3. The next page says - Add a New Employee: Record added successfully. Click "Close Window."
4. The new employee will show up in your list of current employees.

Register my employee for a training event

1. Select "Supervisor Resources" → click on "Search for a Training Event."
2. When you find the event you are looking for, click "Add to Employee Registration Cart."
3. Choose employee from list. (If employee is not on your list go to the step above 'Employee is not on my list.')
4. After choosing the employee from the list, complete employee details (4 pages). Then, click "Add Training Event to Employee Registration Cart."
5. The next page will ask, How would you like to proceed? When you click "Continue Registration," you will see the page - Final Step to Submit Registration.
6. Click the grey button, "Submit All Registration Applications," to complete the registration application.

If you follow these steps and are still having difficulty please submit a request for assistance at: ncswLearn.org and click on Help, Website Administrator/Help Desk, type your name, your e-mail address, subject, your message, and send message.

Statewide Training Partnership
Application for Admission to TIPS-MAPP Training

Since TIPS-MAPP is a certification program, each question below must be answered in order to complete the registration process. Please fax this page back to Registrar at 919-334-1173.

Full Name: _____ **Phone:** _____

Training Dates: _____

1. When will you be training TIPS-MAPP to prospective foster/adoptive parents?

1.1 Please describe your interest in taking this training.

2. Are you employed by a private child placing agency licensed by the State of North Carolina?

Yes **No**

2.1. If no, are you employed by a County DSS agency and what is your Personnel classification? (Social Work Trainee, Social Worker I, etc.) _____

3. If you are a foster / adoptive parent, what is the name of the agency that licensed and supervises your family foster home (or, if an adoptive parent, agency that completed your pre-placement assessment)?

3.1 How many years of experience do you have with foster / adoptive children living in your home?

3.2 If you are a foster / adoptive parent, are you partnering with a county DSS or private child placing agency to provide TIPS-MAPP training?

Yes **No**

If yes, to complete your application, please request the agency to fax ASAP a letter verifying that you will be partnering with agency staff to provide TIPS-MAPP training to prospective NC foster/adoptive parents. Fax to Staff Development Team at 919-334-1173.

4. Are you a contracted trainer (including temporary agency staff) to provide TIPS-MAPP training?

Yes **No**

If yes, to complete your application, ASAP fax a verification (such as a signed contract, an MOU, or a letter from the contracting agency) that you will be providing TIPS-MAPP training to prospective NC foster/adoptive parents. Fax to Staff Development Team at 919-334-1173.

5. Please list any degrees you have and corresponding fields of study.

5.1 If you do not have a degree in social work, please describe your child welfare experience. Please include your job titles, dates range for each job title and your job responsibilities and be specific about your roles in child welfare. _____

6. Please list any foreign languages that you are fluent in: _____

**CHILD WELFARE IN NORTH CAROLINA PRE-SERVICE
Blended Learning (Classroom & Online) Course
(100 Series)**

Child Welfare in North Carolina: Pre-service is a three-week competency based **pre-service** curriculum that is designed to provide new social workers and supervisors with an overview of the child welfare system. Participants will complete self-paced online learning modules and attend eight classroom days of training. There is no prerequisite for this course. Here is how the course is organized:

- Week 1 – in the agency – self-paced online component (13 learning modules)
- Week 2 – four classroom training days
- Week 3 – four classroom training days

At the conclusion of the training, social workers and supervisors will have knowledge that will allow them to begin to see children and families in their agency. New Child Welfare DSS staff must complete the three weeks in sequence. **Completion of the online components, transfer of learning activities and classroom weeks of this course are required prior to participants receiving their certificate of completion.**

COMPUTER REQUIREMENTS FOR ONLINE COMPONENTS

The computer that the participant will use to access the online components **must** have the following settings. We encourage participants to contact the Information Manager at their agency for assistance in case of questions regarding the requirements:

- Broadband Internet access
- Adobe Reader (version XI, DC or higher) must be installed on computer. To download Adobe Reader, go to <https://get.adobe.com/reader/>
- Adobe Flash Player (highest version) must be installed on computer as a plug-in to the Web browser (for video and audio capacity). To download Adobe Flash Player go to <http://www.adobe.com/go/getflashplayer/>

WEEK 1: SELF-PACED ONLINE COMPONENT

The self-paced modules include an instructor-moderated Discussion Forum and an Online Activities Workbook that participants will submit to their classroom trainer. Within the modules, there are five discussion forum questions and five online workbook activities that **must** be completed within this first week of the *Pre-Service*. After the modules, participants must take the Knowledge Assessment. **Note: Participants must complete all modules, discussion forum questions, workbook activities, and knowledge assessment before beginning Week 2: classroom training days. Immediate supervisors will play a key role in the participants' success during Week One: the Self-paced online component of Pre-Service.** For detailed information about supervisors' key role, please refer to the *Supervisor's Orientation to Pre-Service* found at <http://bit.ly/1LPIKr8>

There is an Introduction module and 13 content modules in this online component of the course. The Introduction module provides an overview of the course content, and critical information regarding the course requirements and strategies for completing the 13 modules. Participants completing these modules, will understand the mission, vision, and values of the child welfare system; know what family-centered practice is and how the history of child welfare has impacted practice today; learn about federal and state laws that protect the rights of children and parents and be introduced to the North Carolina legal definitions of abused and neglected juveniles. They will begin to understand the structure of the child welfare system and their agency while learning more about the many roles and responsibilities of child welfare staff. Participants will also learn about the importance of valuing and supporting racial and ethnic identity formation in youth and explore family dynamics where maltreatment has occurred. They will also learn ways to keep themselves and others safe while doing their job. Participants will finish the modules knowing about collaboration with families and community agencies and will have a basic grasp of documentation and using case records.

WEEK 2: CLASSROOM TRAINING DAYS

Week 2 begins with learning about the impact of trauma in the lives of the children and families served by child welfare services, the use of effective interviewing strategies for children and adults, and the family assessment and change process that applies to casework provided from Intake through Adoptions. After reviewing the legal definitions of abuse and neglect, strategies for conducting and documenting intake and functional assessments, safety and risk assessments, and family strengths and needs assessments are addressed. During this week, participants are provided

the opportunity, through case examples, to apply information learned in the structured decision making assessment process to make CPS assessment case decisions, including an initial case plan. Participants also receive an introduction to: the five protective factors that contribute to the prevention of abuse/neglect; child sexual abuse; the definition of Human Trafficking; and the implications for secondary traumatic stress for child welfare workers.

WEEK 3: CLASSROOM TRAINING DAYS

Week 3 begins with learning about the function of CPS In-Home Services and the principles that underlie case planning with families. Participants will be provided with information regarding concurrent planning, objective writing, and completion of In-Home and Out of Home Family Services Agreements. Case examples introduced in week two will be utilized to provide participants with the opportunity to apply knowledge to practice. Other information addressed during this week includes system induced trauma in child welfare services, the placement process, the adoption process, and case closure.

TARGET AUDIENCE

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) and individuals completing a child welfare internship in a County DSS. Child welfare services are defined as CPS Intake, CPS Assessments, CPS In-Home Services, CPS Occasional On-Call, and Child Placement including Independent Living (LINKS), Foster Home Licensing or Adoptions. This does not include staff from private foster care/adoption agencies or private residential care agencies. **Note:** **Staff must have an individual work email account so they can access the online portion. They will also need to be able to download software and have access to IT support.**

CPS Occasional On-Call workers having duties involving direct contact with clients or Occasional On-Call supervisory back-up for these staff members are required to take *Child Welfare in North Carolina: Pre-Service* training. Occasional On-Call (with duties that do not include direct client contact) or On-Call supervisory back-up for these staff are required to take **EITHER** *Child Welfare in North Carolina (pre-service)* **OR** *Intake in Child Welfare Services* **AND** *CPS Assessments in Child Welfare Services*.

Required for: This course is **mandatory** for new staff that are responsible for child welfare job functions within a North Carolina County Department of Social Services **prior to direct client contact** or assuming supervisory responsibilities. This would include all new child welfare social workers and supervisors employed in a county DSS and individuals completing a child welfare internship in a county DSS.

Given the content, design and application of this course, attendance by other social work/human services professionals would be **inappropriate**. This would include, but not limited to: social work staff whose primary job responsibility in a county DSS is in another work area other than child welfare (i.e., daycare, child support, adult services, Work First and others), private child caring agencies, family preservation, family support and other community human service agencies working with children.

Contact Hours: Completion of the self-paced online learning modules, discussion forum questions, online activities workbook, knowledge assessment and the eight classroom days of training, meet the required 72-hours of pre-service training.

Questions: If you have questions about the appropriateness of this course in relation to your job responsibilities, please contact: NC DSS Child Welfare Services, Staff Development Team, 820 S. Boylan Avenue, MSC 2412, Raleigh, NC 27699-2412 – Phone: 919-527-6364 – Fax: 919-334-1173.

BUILDING CULTURAL SAFETY (200 Series, Tier 1)

This is a three-day interactive, foundational training designed to enhance the cultural knowledge and sensitivity of social workers and supervisors working with culturally diverse individuals and families. This course was adapted from the *Building Awareness and Cultural Competency* through funding from the NC Division of Social Services (NC DSS) by the Center for Family and Community Engagement, part of the NCSU College of Humanities and Social Services.

This training is designed to develop participants' knowledge of significant facts and concepts related to cultural safety, diversity, inclusion and cultural competency. Content and exercises are used to establish baseline knowledge and shared understandings around the nature of these issues and their impact on participants' work to improve the lives of families and children. Through group work, case studies, interactive lecture and activities, participants develop personal awareness by exploring their own cultural lenses, uncovering implicit biases and automatic assumptions, and examining the potential impact of these factors on interpersonal relationships and human services. This session offers participants opportunities to develop strategies for interpersonal awareness through an exploration of cultural norms and values, communication styles and approaches to building trust. Building cultural safety is a critical first step in developing the cultural competencies necessary for effectively responding to diverse families and communities.

Finally, the training introduces participants to a range of tools that facilitate continued cultural safety to include personal awareness, cross-cultural communication and relationship-building, collaboration in multicultural communities, and conflict management, with ample opportunity for practice and reflection during the training session. The training ends with an action planning session to establish a foundation of support to leverage the knowledge, awareness and skills learned during the training and to create real and sustainable change.

Learning Objectives: At the end of this training participants will be able to

- Define Cultural Safety and explain its importance for child welfare practice.
- Locate the Cross Model of Cultural Competence in the NC Division of Social Services Family Services Manual, Chapter VIII.
- Describe the importance of self-awareness in the process of cultural humility service delivery.
- Identify at least three behavioral specific strategies to create a culturally safe environment that encourages positive interactions with groups and individuals of different racial, ethnic, and cultural backgrounds.
- List at least four ways in which one's own personal biases, values, stereotypes and cultural humility can affect one's practice.
- List at least three barriers to cross cultural communication.
- Plan two workable and appropriate strategies for responding to culturally inappropriate comments and handling conflict.
- Develop at least one personal diversity goal that will include an action plan for achieving the goal and one expected impact on the agency and individual.
- Utilizing a child welfare case scenario, describe and apply the Ladder of Inference to describe three methods of engagement when cultural differences may interfere with service delivery.

Prerequisite: Child Welfare in North Carolina or completion of other required pre-service training required based upon date of employment and functional responsibilities (For NCDSS Child Welfare Staff).

Contact Hours: 18 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year of employment or the 24-hour continuing education requirement.

Open to: This course is open to child welfare social workers, supervisors and directors employed in a NC County Department of Social Services. in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. County staff are encouraged to attend this training as a team comprised of their System of Care and/or other external partners, and stakeholders, GAL's, mental health and domestic violence services providers, etc.

Recommended for: This course is **mandatory** for all new child welfare social workers and supervisors hired to perform or supervise child welfare services in a County Department of Social Services (as listed above under "open to") hired after January 1, 2009. Course should be taken within the first year of employment. **Note:** Beginning in July 2016, this training is replacing the previous version entitled *Building Awareness and Cultural Competency* course.

CHILD DEVELOPMENT AND THE EFFECTS OF TRAUMA

Online Course (200 Series, Tier 1)

Child Development and the Effects of Trauma is a blended online course with self-paced modules and a live session that focuses on developmental milestones, attachment, parenting styles, normal brain development, and the effects of trauma. In order to meet all learning styles the course provides a variety of activities and approaches, including videos, case studies, interactive games, and mini quizzes. There is also a final knowledge assessment to ensure learning. The course was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children’s Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. **Note:** This course was formerly entitled *Child Development in Families at Risk*. It has been revised to include updated research on brain development, trauma, and attachment.

LEARNING OBJECTIVES: At the end of this online course participants will be able to

- ✓ Identify at least three physical, three cognitive, and three social/emotional milestones for infancy and early childhood.
- ✓ Identify at least two characteristics of development for each domain for school-age and adolescence.
- ✓ Describe at least one process of normal brain development for each developmental stage (infancy and early childhood, school age, and adolescence).
- ✓ Accurately define the concept of attachment and list three strategies for building positive attachment.
- ✓ List at least six of the nine inborn temperament traits and the three common clusters of traits.
- ✓ Explain the concept of goodness of fit and give at least two examples.
- ✓ Describe authoritative parenting and explain why it supports healthy development.
- ✓ Describe traumatic stress and three ways it impacts brain development.
- ✓ List the three components of psychological safety.

COURSE STRUCTURE: Participants will have opportunities throughout the training to receive learner support including access to a course facilitator through online office hours, tips for effectively completing an online training, and help if they need it. In order to receive a certificate of completion, participants must complete the following course requirements:

- **“Self-Paced” Online Session:** Participants will have approximately four weeks to complete the self-paced modules of the course, including watching all of the videos when prompted (about 8-9 hours of online work). The self-paced modules focus on foundations of development; normal developmental milestones, attachment, and parenting for infants and preschool-age children, school-age children, and adolescents; normal brain development throughout childhood; and the effects of trauma on brain development.
- Complete the **Knowledge Assessment** online to assess their learning. Participants must complete all self-paced modules and the knowledge assessment in order to take the live session.
- **“Putting It into Practice” Live Online Session:** Participants will then have a two and a half hour, interactive online session focusing on applying participants’ learning. You will have the opportunity to ask questions and review the material covered in the self-paced modules. **Note:** To participate in the live online session a microphone must be plugged into the computer.

COMPUTER REQUIREMENTS:

- A mic or mic/headset combo to participate in the live online session of this course **is preferable**. We recommend that you or your Information Technology (IT) person check your equipment prior to the live online session; to test your microphone/headset ahead of time please visit <https://jif/adobeconnect.com/mictest/>. **Note:** Enter the test room as a guest.
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to the Web browser (for video and audio capability).

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for: This course is required for all child welfare social workers and supervisors employed in a county DSS, and it should be taken within the first year of employment.

Contact Hours: 12 hours. This training can be credited toward the required 18/39 hours of additional training within the first year of employment or the 24-hour continuing education requirement.

**LEGAL ASPECTS OF CHILD WELFARE IN NORTH CAROLINA
(200 Series, Tier 1)**

Legal Aspects of Child Welfare in NC is a two-day **foundation** curriculum designed to provide Child Welfare Services Staff with legal information that will help them understand the role of the juvenile court in protecting abused, neglected, and dependent children as well as the need to respect parents' rights. *Legal Aspects of Child Welfare in NC* was originally developed through funding from the North Carolina Division of Social Services (NC DSS) by the Partnership for Human Services at East Carolina University School of Social Work and Criminal Justice Program. This curriculum is updated with statutory changes and other developments in the law at least annually by NC DSS.

Learning Objectives: At the end of this training participants will be able to:

- Demonstrate the ability to strengthen documentation of reasonable efforts by using a structured case review.
- Demonstrate the ability to prepare staff for court hearings by using an interactive supervisory scenario.
- Explain the caseworker's role and responsibilities in juvenile court to a new child welfare worker.
- Describe the caseworker's role and responsibilities in juvenile court.
- Describe the tension between parent's and children's rights and explain how it affects child welfare practice.
- Explain how to advance the goals of permanence, safety, and well-being for children using at least five sources of law, policies, and procedures.
- List at least two strategies to promote collaboration with agency legal staff and law enforcement to prepare a case for court action.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training required based upon date of employment and functional responsibilities (For NC DSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. This course is also open to new attorneys and other legal staff representing DSS in juvenile court.

Required for: This course is mandatory for all child welfare staff employed in a county DSS. The course should be taken within the first year of employment.

Contact Hours: 12 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

**MEDICAL ASPECTS OF CHILD ABUSE AND NEGLECT FOR
NON-MEDICAL PROFESSIONALS
(200 Series, Tier 1)**

Medical Aspects Of Child Abuse And Neglect For Non-Medical Professionals is a two day **foundation** curriculum designed to help social workers secure medical examinations in a timely fashion. The course will also help social workers understand, interpret, and communicate with medical professionals regarding those examinations. In addition, social workers will learn how to help families understand their children's follow-up care instructions received as part of those examinations. *Medical Aspects* was developed through funding from the North Carolina Division of Social Services (NC DSS) by the UNC-CH Child Medical Evaluation Program.

Learning Objectives: At the end of this training participants will be able to:

- List three observable behaviors of sexual abuse and three physical signs of sexual abuse that a physician may find.
- Accurately identify three specific indicators for each of the following: Battered Child Syndrome, Shaken Baby Syndrome, Factitious Illness by Proxy, and Neglect.
- List three indicators for bruises, burns and broken bones each that help identify them as non-accidental injuries.
- List the age at which a child is able developmentally to give information about "who, what, when, where and how."
- List five adolescent behaviors that make interviewing them more challenging.
- State five developmental milestones in children 0-10 that help determine whether the parent's account of the child's injury matches the injury that exists.
- List four cultural factors that may influence disclosures and the interview process.
- State where to locate the web site for the CMEP and describe where to access the forms needed to request an evaluation.
- List two criteria needed for a case to be eligible for a Child Medical / Mental Health Evaluation.
- Using a case study, identify a total of ten physical findings, social indicators and developmental characteristics that indicate the likelihood of child abuse.

Prerequisite: *Child Welfare in North Carolina* or other pre-service training required based upon date of employment and functional responsibilities (For NC DSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for: This course is mandatory for all child welfare staff and supervisors employed in a county department of social services. The course should be taken within the first year of employment.

Contact Hours: 12 contact hours. This training meets the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

STEP BY STEP: AN INTRODUCTION TO CHILD AND FAMILY TEAMS (200 Series, Tier 1)

Step by Step: An Introduction to Child and Family Teams is a two-day interactive orientation and practice training that focuses on the use of child and family teams. This training serves as the pre-requisite event for all other Child and Family Team training events by the Center for Family and Community Engagement. Through fun and informative activities, participants examine the principles guiding the meetings and the benefits of convening these meetings. Participants practice how to engage family, extended family, friends, service providers, and community members in making plans and decisions to promote child and family safety and well-being. Participants learn about the purpose and composition of child and family teams and about the structure, timing, and process of the child and family team meetings. The training particularly focuses on understanding and honoring family culture, the role of social workers in preparing participants, the distinction between participants and facilitator roles, and participant responsibilities at the meetings. This course was developed through funding from the North Carolina Division of Social Services (NC DSS) by the Center for Family and Community Engagement, part of the North Carolina State University College of Humanities and Social Services.

Learning Objectives: At the end of this training participants will be able to

- List four MRS policy requirements regarding when a child and family team meeting should be convened.
- List five essential roles of key participants in child and family team meetings.
- Define child and family team meetings and describe three ways professionals and families can partner together at these meetings.
- List five of the ten principles that guide family-centered partnerships and child and family team meetings.
- List the five essential questions that should be addressed prior to deciding on a child and family team meeting.
- Outline the basic structure that demonstrates family-centered practice during a child and family teams meeting.

Prerequisite: NCDSS Child Welfare Staff must complete *Child Welfare in North Carolina* or other required pre-service training based on date of employment and functional responsibilities.

Open to: Child Welfare and Work First social workers and supervisors, other county DSS staff, facilitators, community providers, and staff from other agencies in the community who will be involved or participating in DSS Child and Family Teams.

Required for: This course is **required** for all child welfare social workers and child welfare supervisors. This course is also required for anyone who will be contracting with DSS to facilitate Child and Family Team meetings in high and moderate risk cases.

Contact Hours: 12 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

ADOPTIONS IN CHILD WELFARE SERVICES (200 Series, Tier 2)

Adoptions in Child Welfare Services is a four day **specialized** curriculum focusing on children awaiting adoptive placement and families who are involved in the adoption process. Topics covered in this curriculum include: the policies, laws, and values that support a strengths based, family centered approach to working with families and children in the adoption process; the importance of gathering accurate assessment information about the child's strengths and needs and the prospective adoptive family's strengths, and accurate and detailed medical and social information from birth families; the skills necessary to prepare the child and family for the adoption experience, the need for post placement and post adoption supports for the family to increase permanence and a review of the forms used in the adoption process.

Learning Objectives: At the end of this training participants will be able to:

- Give one example of how each developmental stages is impacted by the adoption process.
- Explain the difference between post placement services and post adoption services and give an example of each service.
- Explain the worker's role as advisor and consultant to the family after adoptive placement, the need for required contacts during this period and the mandated availability of post adoption services.
- Identify two areas of the child's culture which would be important for adoptive parents to understand.
- Describe two issues encountered in transcultural placement and how to assist the adoptive family in self-assessment regarding these issues.
- Name the four types of adoptive placements and the circumstances in which each is appropriate.
- Describe the benefits and liabilities of a kinship caregiver assuming guardianship, becoming licensed as a foster parent, or adopting a child in the caregiver's home.
- Cite two references that explain the adoption laws and policy in North Carolina.
- Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each.
- Write two questions that can be used to sensitively elicit information from birth parents about the child they are relinquishing for adoption.
- Explain how information from the birth family (i.e., medical and genetic history; psychological and emotional characteristics of the parents; religious affiliation; interests and talents) will be used to help maintain their child's identity.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (For NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for:

- New child welfare social workers and supervisors hired to perform or supervise Adoption Services function in a County DSS. Course should be taken within the first year of employment.
- DSS child welfare workers and supervisors who assume the new function of Adoption Services within their agency or a new agency. Course should be taken within 3 months of assuming the new responsibility.

Contact Hours: 24 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

CONNECTING WITH FAMILIES: FAMILY SUPPORT IN PRACTICE
(200 Series, Tier 2)

Connecting with Families: Family Support in Practice is a six-day **specialized** curriculum designed for family support, self-sufficiency case managers, and family resource center workers that provides instruction in the skills necessary for working successfully with families and individuals in center-based programs, in community-based programs, in support groups of all kinds, and through home visiting. The foundation of this training is the six principles of partnership, and participants will learn a variety of tools and strategies to enhance their ability to provide customer-centered services as well as to motivate customers to make changes in their lives. This training is interactive and skill-based.

Learning Objectives: At the end of this training participants will be able to:

- Find strengths in families and use these strengths to help families develop strategies to resolve the issues that brought them to the attention of DSS.
- Identify the components of family-centered home visits.
- Identify the benefits and challenges to home visiting programs.
- Identify at least five ways to reduce resistance when first meeting with a client.
- Identify three listening techniques that can be used to understand a client's perspective and assess a family's situation more effectively.

Prerequisite: None

Open to: Direct service providers and program managers of Family Support or Family Resource Centers contracting with the North Carolina Division of Social Services are eligible to attend this training.

Required for: This workshop is required for direct service providers and program managers of Family Support or Family Resource Centers contracting with the North Carolina Division of Social Services. Staff is expected to attend this training within the first fiscal year of funding.

Contact Hours: 36 contact hours

CPS ASSESSMENTS IN CHILD WELFARE SERVICES (200 Series, Tier 2)

CPS Assessments in Child Welfare Services is a four-day **specialized** curriculum that provides participants with knowledge and skills necessary to complete CPS Assessments with families who have been referred for possible child abuse, neglect or dependency. This training provides instruction and skills practice in family-centered approaches while conducting both family assessments and investigative assessments. Training topics include: Chapter 8, Section 1408: CPS Assessments Policy; strengths-based, solution-focused interviewing with parents, children, and collaterals; recommended formats for initial and follow-up home visits; structured decision-making tools; frontloading services; child and family teams, cultural competency; and case documentation. *CPS Assessments in Child Welfare Services* provides in-depth, skill-based training for new workers and offers a variety of tools for more experienced workers. **If you have already completed Investigative Assessments and Cornerstone III you are welcome to attend this training, but it would not be mandatory.**

Learning Objectives: At the end of this training participants will be able to:

- Demonstrate how to document safety, risk, and the family's strengths and needs accurately using the required assessment tools and the family services case plan.
- Know how to use assessment data to plan and provide relevant services to promote permanency, safety and well-being for children.
- Describe at least three indicators to determine when to substantiate or unsubstantiate abuse, neglect or dependency and when a family should have services recommended or be found in need of services.
- List at least three strategies to engage family members into constructive and collaborative casework relationships that empower families and promote joint case assessment, planning and service provision to assure protection of children.
- Explain how to write concise, summarized, timely case documentation and the importance of maintaining documentation in the family case record.
- Apply the relevant federal, state and local laws, policies, procedures and best practice standards related to their area of practice, and explain how these support practice towards the goals of permanence, safety, and well-being for children.
- Explain the differences between the Investigative Assessment and Family Assessment approaches used in the Multiple Response System.
- Explain how social work values and the six Principles of Partnership are demonstrated through the use of family-centered practice.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff). For NCDSS Staff serving occasional on-call duties, no prerequisite is needed.

Open To: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for:

- New child welfare social workers and supervisors hired to perform or supervise CPS Assessment in Child Welfare function in a County DSS. Course should be taken within the first year of employment.
- DSS child welfare workers and supervisors who assume the new function of CPS Assessment within their agency or a new agency. Course should be taken within 3 months of assuming the new responsibility.

IMPORTANT NOTE:

Occasional On-Call (with duties that do not include direct client contact) or On-Call supervisory backup for these staff members are required to take **EITHER** *Child Welfare in North Carolina (pre-service training)* **OR** *CPS Assessments in Child Welfare Services* **AND** *CPS Intake in Child Welfare Services*.

Contact Hours: 24 hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

CPS IN-HOME CHILD WELFARE SERVICES
(200 Series, Tier 2)

CPS In-Home Child Welfare Services is a four-day **specialized** curriculum focusing on the skills, beliefs and competencies that are necessary to achieve successful outcomes with families and children. This training is interactive and includes numerous opportunities for skill practice. Topics covered include the role of the case manager, relationships as a foundation for practice, identifying and building on strengths, family centered casework, meeting with resistance, policy for In-Home Services provision, reassessment decision-making tools, child and family teams, monitoring the case, case closure/transition, and case documentation. The highlight of this curriculum is learning skills from each other. On day four participants share skills, techniques, tools and ideas used in their work with families. From this experience, participants acquire a set of tangible tools to add to their repertoire.

Learning Objectives: At the end of this training participants will be able to:

- Describe the time frames for documentation as outlined in policy for use of the required structured decision making tools for In-Home Services.
- Describe when and how to use routine and timely case reviews with families to assess when case closure is indicated.
- Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each.
- Describe how to apply the principles of partnership and family-centered practice with families during In-Home Services
- Identify and demonstrate two steps a worker can take to increase cooperation from a family resisting change.
- Explain how to conduct the types of assessments that are completed as part of the social worker's role in In-Home Services.
- Demonstrate techniques for developing relationships with families whose culture is different from one's own.
- Identify and demonstrate the use of techniques for overcoming barriers to collaboration with other agencies.
- Describe the benefits of working collaboratively with other agencies and demonstrate the principles of partnership during all Child and Family Team (CFT) meetings.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including LINKS, Foster Home Licensing, or Adoptions.

Required for:

- New child welfare social workers and supervisors hired to perform or supervise In-Home Services function in a County DSS. Course should be taken within the first year of employment.
- DSS child welfare workers and supervisors who assume the new function of In-Home Services within their agency or a new agency. Course should be taken within 3 months of assuming the new responsibility.

Contact Hours: 24 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

FAMILY-CENTERED PRACTICE IN FAMILY PRESERVATION PROGRAMS (200 Series, Tier 2)

Family Preservation workers and social workers often work intensely with families in their homes as a regular part of their intervention and engagement with them. ***Family-Centered Practice in Family Preservation Programs*** is a five-day **specialized** curriculum, designed for family preservation and other home-based services workers, to gain instruction in the skills necessary for successful in-home intervention. This training, organized around a six-stage Intervention Cycle, includes tools and strategies for each phase of involvement- Joining, Discovery, Change, Celebration, Separation and Reflection. Utilizing video snippets from a feature film and reading the case study material created based on the family depicted, participants have a unique opportunity to work through each of the intervention stages; learning and practicing tools to engage even challenging clients from the first meeting to case closure. Special attention is paid to keeping all family members involved in setting achievable goals and specific ways to identify and strengthen protective factors to increase safety.

Family-Centered Practice in Family Preservation Programs, through funding from the North Carolina Division of Social Services by Appalachian Family Innovations, was originally developed by Appalachian Family Innovations, and it has been revised to a five-day course by the Center for Family and Community Engagement, part of the North Carolina State University.

Learning Objectives: At the end of this course participants will be able to

- Describe the purpose of the North Carolina Family Assessment Scale (NCFAS) and requirements for its use in IFPS programming.
- Name three ways an IFPS worker may act as a mediator between the family and the referring agency.
- Define the six Principles of Partnership and describe their impact on initiating and maintaining effective partnerships.
- List at least four factors that contribute to making effective referrals for additional services or support.
- Identify at least eight ways to develop relationships with families that build a foundation for working with a family.
- Identify at least three ways in which trauma may impact social-emotional development.
- Identify two ways to handle setbacks and plateaus in client's progress.
- List a minimum of six factors about another person's cultural perspective to consider when building partnership with clients.
- Using a rating scale, draft three questions to assess a client's perspective during assessments and goal setting.
- List at least three closure activities to help families celebrate change.
- Describe at least two ways to prepare families for separation at case closure.

Prerequisite: None.

Open to: This course is open to agencies that contract with the NC Division of Social Services to provide Intensive Family Preservation Services and to child welfare social workers and supervisors employed in a NC county Department of Social Services. There are many skills and tools in this training that would benefit most workers that are spending time working with families (biological or foster) in their home environment.

Recommended for: Agencies that contract with the NC Division of Social Services to provide Intensive Family Preservation Services are **required to** complete this five-day course. Direct service workers and supervisors are **required** to complete this course **prior** to accepting any case assignments.

This course is **recommended for** child welfare social workers hired to perform CPS In-Home Services in a County DSS, who interacts with children and families in their home environment; supporting and strengthening families' ability to maintain their children safely within the home.

Contact Hours: 30 contact hours

FOSTER HOME LICENSING IN CHILD WELFARE SERVICES
(200 Series, Tier 2)

Foster Home Licensing in Child Welfare Services is a three-day **specialized** curriculum which covers the process of licensing foster parents in a county Department of Social Services or licensed private child-placing agency. The curriculum topics include NC licensing procedures, forms, regulations, the roles of a licensing worker, the mutual home assessment process, the family assessment, MEPA, and skills for working with foster parents.

Learning Objectives: At the end of this training participants will be able to:

- Identify at least three new ideas for recruiting foster parents.
- Locate and describe foster home licensing policies that guide best practice.
- Name and explain the three factors described by MEPA that cannot be considered when making placements.
- Explain how national, state, and county level foster care data help to shape practice of foster home licensing.
- List the 12 skills critical for successful foster/adoptive parenting.
- Be familiar with the information needed to complete the Foster Home License applications forms.
- Explain how the foster parent pre-service training (MAPP) relates to the Mutual Home Assessment process.
- Describe the Mutual Home Assessment process.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (For NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. This course is also open to social work staff of licensed private therapeutic and foster care agencies.

Required for:

- New child welfare social workers and supervisors hired to perform or supervise foster home licensing functions in a County DSS or a licensed private child-placing agency. Course should be taken within the first year of employment.
- DSS or child-placing agency workers and supervisors who assume the new function of Foster Home Licensing services within their agency or a new agency. Course should be taken within 3 months of assuming the new responsibility.
- Individuals or agencies contracting to provide Foster Home Licensing in a county DSS or private child-placing agency. Course should be taken by those individuals within 3 months of assuming those responsibilities.

Contact Hours: 18 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year of the 24 hour continuing education requirement.

FOSTER HOME LICENSING: THE KEYS TO SUCCESS
“On-Demand” Self-Paced Online Course
(200 Series, Tier 2)

Foster Home Licensing: The Keys to Success is a 2.5 hour, self-paced online course designed to improve the assessment and screening of prospective foster parents and assure accuracy and thoroughness of foster home licensing paperwork. This course was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children’s Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. This course does not replace the required course, *Foster Home Licensing in Child Welfare Services*.

Learning Objectives: At the end of this training the participant will be able to:

- Identify 10 common errors on new applications for foster home licensure through an interactive activity.
- Describe the roles of supervising agencies and the Licensing Authority of North Carolina's foster care system.
- Use statements and observational data to assess an applicant's strengths and needs relative to the 12 essential skills of foster parenting through a case study.
- Identify areas of the applicant’s family history that require further exploration based on information provided in a case example.
- Identify strengths-based and open ended questions and other effective interviewing techniques to engage applicants in the mutual assessment process through an interactive activity.
- Document a mutual assessment findings using objective, behavioral language.

Note: No registration is required. Anyone with an ncswLearn.org account may access this self-paced online course via the Personalized Learning Portfolio (PLP) / Online Courses section of ncswLearn.org. There is no hardcopy notebook for this course. At the end of this course, participants can print a certificate of completion.

Prerequisite: There are no prerequisites for this training.

Course Requirements: Participants must do the following to receive a certificate of completion:

- ✓ Meet the computer requirements listed below.
- ✓ Complete the entire online course, including all activities, and pass a final quiz.

Computer Requirements:

- ✓ Computers must have:
 - External speaker or headset—to avoid disturbing others;
 - Broadband Internet access;
 - Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability).

Open to: This course is open to: child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. This course is also open to child welfare professionals employed by private child-placing agencies.

Required for: This course is required for all child welfare staff from County DSS agencies and private child-placing agencies assessing prospective foster families and submitting foster home license applications. Foster Home Licensing workers employed prior to August 1, 2011 have until November 1, 2011 to complete the online course. After Nov. 1, 2011, foster home license applications will only be accepted by County DSS staff or private child placing agency staff who have successfully completed the online course. Foster Home Licensing workers hired after August 1, 2011 must take the online course before submitting foster home licensing requests to the Division of Social Services’ Regulatory and Licensing office in Black Mountain.

Recommended for: This course is recommended for child welfare social workers in County DSS agencies and child-placing agencies who assess prospective foster families, and/or provide pre-service training (such as TIPS-MAPP), and/or supportive services for licensed foster parents. This course is also recommended for supervisors of staff who provide these services associated with foster home licensing.

Contact Hours: 2.5 contact hours This training can be credited toward the required 18/39 hours of additional training written the first year of the 24 hour continuing education requirement.

INTAKE IN CHILD WELFARE SERVICES (200 Series, Tier 2)

Intake in Child Welfare Services is a three-day **specialized** curriculum focusing on providing both the knowledge base and the skills to prepare workers responsible for receiving reports of child maltreatment. This course will provide social work staff with knowledge of the strengths-based, structured intake process and with an opportunity to practice using the structured intake tool. The first of seven Multiple Response System (MRS) strategies, Strengths-Based, Structured Intake is a process that was designed to achieve greater consistency across workers/counties in information gathering and decision-making. The Strengths-Based, Structured Intake process also includes information on interviewing from a strengths-based perspective. Much of the learning will involve participant interaction and opportunities to practice with the intake process and form.

Learning Objectives: At the end of this course participants will be able to describe NC Law related to reporting child maltreatment, the review process available to CPS Reports, and the value of strength-based interviewing and to explain:

- The roles and duties of the intake worker.
- The value of the two level review being a joint screening decision.
- How the structured intake tools guide intake case decisions.
- How the NC Juvenile code 7-B-101 assists in determining a valid CPS report.
- The relevance of questions related to culture at intake.
- The harm that can be done when CPS agencies do not practice the most careful screening of reports of child maltreatment.
- The concepts of confidentiality, liability, and anonymity in regard to reporting child maltreatment

Prerequisite: Child Welfare in North Carolina or completion of other required pre-service training based on date of employment and functional responsibilities (For NCDSS Child Welfare Staff). For NCDSS staff serving occasional on-call duties, no prerequisite is needed.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for:

- New child welfare social workers and supervisors hired to perform or supervise Intake services function in a County DSS. Course should be taken within the first year of employment.
- DSS child welfare workers and supervisors who assume the new function of Intake services within their agency or a new agency. Course should be taken within 3 months of assuming the new responsibility.

IMPORTANT NOTE:

Occasional On-Call (with duties that do not include direct client contact) or On-Call supervisory backup for these staff members are required to take **EITHER** *Child Welfare in North Carolina (pre-service training)* **OR** *CPS Assessments in Child Welfare Services* **AND** *Intake in Child Welfare Services*.

Contact Hours: 18 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

INTRODUCTION TO THE MONTHLY FOSTER CARE CONTACT RECORD
“On-Demand” Self-Paced Online Course
(200 Series, Tier 2)

Introduction to the Monthly Foster Care Contact Record is a 1.5 hour, self-paced online course that introduces child welfare professionals to North Carolina’s Monthly Foster Care Contact Record (DSS-5295). The course teaches participants why the Contact Record was developed and, through an interactive case scenario, how to use it. Participants will also hear recommendations from youth in care about using monthly visits to develop trusting, supportive relationships. This course was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children’s Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this training the participant will be able to:

- Describe the three purposes of the Monthly Foster Care Contact Record as part of post-placement support for children in care and foster/kinship families.
- Complete a Monthly Foster Care Contact Record to document support needs and plan for follow-up in a foster/kinship placement using a case scenario.
- Explain at least two ways in which the Monthly Foster Care Contact Record could help identify problems and prevent placement disruption using a case scenario.

NOTE: No registration is required. Anyone with an ncswLearn.org account may access this self-paced online course via the Personalized Learning Portfolio (PLP)/Online Courses section of ncswLearn.org.

Course Requirements: Participants must do the following to receive a certificate of completion:

- ✓ Meet the computer requirements listed below.
- ✓ Complete the entire online course and pass a final quiz.

Note: There is no hardcopy notebook for this online course. At the conclusion of this online course, participants will be able to print out their certificate of completion.

Computer Requirements:

- ✓ Computers **must** have:
 - External speaker or headset for listening to the online course—to avoid disturbing others;
 - Broadband Internet access; and
 - Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability).

Prerequisite: There are no prerequisites for this training.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement, including Independent Living (LINKS), Foster Home Licensing, or Adoptions. **Note:** Child welfare professionals employed by private child-placing agencies are also welcome to take this course. However, use of the Contact Record by private agencies **DOES NOT** relieve county DSS agencies of their responsibility to use this tool monthly with children in their custody.

Required for: This course is **required** for all social workers who provide services to children in out-of-home care within their first year of employment, unless they have already met this training requirement by attending the now discontinued course *Enhancing Foster Care Home Visits*. Social workers hired after January 1, 2009 to provide services to children in out-of-home care must complete this course within their first year of employment. *Introduction to the Monthly Foster Care Contact Record* is also recommended (but not required) for all other county child welfare staff.

Contact Hours: 1.5 hours. This training can be credited toward the required 18/39 hours of additional training written the first year of the 24 hour continuing education requirement.

INTRODUCTION TO SUPERVISION FOR CHILD WELFARE SERVICES (200 Series, Tier 2)

Introduction to Supervision for Child Welfare Services is designed to address the needs of new supervisors. Supervisors in North Carolina provided input into the design and delivery of this competency based curriculum. Supervisors who are moving from direct service to management have particular challenges with transitioning into a new position and being in a teaching role with workers in their unit.

This nine day, competency based training will focus on frameworks for building individual and group skills. Rather than being information focused, this training will be taught in a learner-centered format to strengthen and enhance the skills of participants. Participants will be required to engage in self-evaluation in terms of their learning styles as well as attitudes and values that influence them as supervisors. The training will work with new supervisors to understand their role within the agency, their strengths as a supervisor, and ways to manage change. This format emphasizes assessing worker skills; using individual development plans for workers and providing feedback prior to the formal evaluation process. Participants will leave this training with concrete tools to use as they interact with staff and supervisors. This training was developed by Resources for Change, Inc.

Learning Objectives: At the end of this training participants will be able to:

- Identify at least four principles of adult learning.
- Assess extent to which his/her current supervisory practices support effective adult learning.
- Develop plan to redesign supervisory approaches to more effectively support adult learning.
- Identify performance problems currently facing his/her supervisees and accurately categorize each as organizational, motivational or competence related.
- Demonstrate use of transfer of learning tools.
- Explain the supervisor's role in promoting and supporting transfer of learning among staff.
- Identify challenges facing supervisors as they transition from role of case worker to role of supervisor.
- Develop an individualized plan to address stresses encountered in the workplace.
- Accurately describe and differentiate three different approaches to working with others as objects, recipients or resources.
- List strategies supervisors can use to expand the use of a resource-based approach by supervisors and staff.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (For NCDSS Child Welfare Staff).

Open to: This course is open to child welfare supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for: This course is mandatory for Child Welfare Supervisors in a County DSS within the first year of assuming supervisory responsibilities. Therefore, the course is recommended for child welfare supervisors with less than one year of experience. Supervisors with more than one year of experience are encouraged to attend if they haven't had this training in their first year.

This course is recommended (but not required) for all other county child welfare supervisors.

Contact Hours: 54 contact hours. This training meets the 54 hour supervisory training requirement.

NAVIGATING CHILD AND FAMILY TEAMS: THE ROLE OF THE FACILITATOR (200 Series, Tier 2)

Navigating Child and Family Teams: The Role of the Facilitator is a three-day learning event. This course is an intensive skill-building opportunity for those who will be facilitating child and family team meetings. Participants will learn how to effectively facilitate child and family teams by first understanding how the role of the facilitator differs from that of the traditional social worker. Strategies will be presented for partnering with the case-carrying social worker, creating an environment of physical and emotional safety, encouraging effective communication amongst child and family team participants, managing conflict and denial, and including the voices of children and youth at meetings. Trainees will also discuss the importance of attending to family culture. The highlight of this training is a mock child and family team meeting in which participants experience the process firsthand. This is a fun, engaging, and provocative skill-building experience, and full attendance for all three days is required. Participants will leave this training with a personal action plan that will include opportunities for ongoing learning. This course was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Center for Family and Community Engagement part of the North Carolina State University College of Humanities and Social Services.

Learning Objectives: At the end of the training participants will be able to:

- Describe at least three strategies for working with the case-carrying social worker to get ready for the child and family team meeting.
- List all steps of the preparation process for the child and family team meeting.
- Articulate the unique function of the facilitator at a child and family team meeting
- Describe at least three strategies for managing conflict, denial, and difficult situations at the child and family team.
- Identify and describe at least three strategies for setting up the child and family team to promote physical and emotional safety and full participation.
- Demonstrate five facilitation skills to promote effective communication and planning during the child and family team.

Prerequisite: *Step by Step: An Introduction to Child and Family Teams* **OR** *Introduction to Child and Family Teams: A Cross System Training from the Family from the Family's Perspective*

Open to: This course is open to Child Welfare and Work First social workers and supervisors, other county DSS staff, facilitators, community providers, and staff from other agencies in the community who will be involved or participating in Department of Social Services (DSS) child and family teams.

Required for: This course is **required** for anyone taking on the role and responsibility of facilitating Department of Social Services (DSS) Child and Family Team in cases where the risk is high or intensive. This training is also strongly recommended for anyone who is facilitating meetings in cases where the risk is moderate, and for anyone who facilitates Shared Parenting Meetings, and other forms of family meetings.

Note: This course is a revised version of the four-day training *Anchors Away! How to Navigate Child and Family Teams: The Role of the Facilitator*. Therefore those who have completed *Anchors Away!* are not required to take this course.

Contact Hours: 18 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

PLACEMENT IN CHILD WELFARE SERVICES (200 Series, Tier 2)

Placement in Child Welfare Services is a four-day **specialized** curriculum designed to help placement workers become more knowledgeable about their job. This curriculum provides participants with information about child placement philosophy, child and family preparation for placement, making appropriate placements, and gives opportunities for development through skills practice. It focuses on strategies to minimize trauma to the child, reunification and permanence, preserving family connections and forming collaborative partnerships between birth parents and substitute caregivers. Participants will use a case study to complete structured decision making tools and service agreements to make determinations for timely reunification and permanence.

Learning Objectives: At the end of this course participants will be able to:

- Define "racial disproportionality" and "racial disparity" and the implications these things have for the experiences of minority children involved with the child welfare system.
- Describe the attachment process between children and caregiver(s).
- Give at least three examples of how shared parenting helps promote and maintain attachment and connections between children and families / caregivers.
- Explain the criteria required for a family-centered visitation plan.
- Identify a minimum of three needs from a presented case example and appropriately list objectives and at least two activities on the out of home services agreement.
- Describe the purpose and appropriate use of the Out-of-Home Family Services Agreement, Health History and Summary, Child Education Status Component, and Visitation Plan.
- Identify at least two behaviors and reactions accompanying each stage of grief in children removed from their primary caregiver.
- Describe the value and importance of maintaining a life book for a child.
- Name three skills in a youth transitional living plan.
- Name three or more practices of placement worker that can contribute to placement disruption.
- Define permanent and concurrent planning.
- Describe at least three federal laws that impact the delivery of services in child placement.
- Describe the documentation required by federal and state law and policy for child placement.
- Describe the five approved primary and alternative permanent plans and the benefits and liabilities of each
- Explain the NC policy requirements for Permanency Planning Action Team Meetings.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (For NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Required for:

- New child welfare social workers and supervisors hired to perform or supervise Placement services in a County DSS. Course should be taken within the first year of employment.
- DSS child welfare workers and supervisors who assume the new function of Placement within their agency or a new agency. Course should be taken within 3 months of assuming the new responsibility.

Contact Hours: 24 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

ADOPTION ASSISTANCE ELIGIBILITY
“On-Demand” Self-paced Online Course
(300 Series)

This is a self-paced, on-demand, online training for county DSS social workers and supervisors involved in financial support or assistance for adoptive families. People taking this training will gain an understanding of how to determine eligibility for adoption assistance, the requirements for adoption-related vendor payments, and the criteria for reimbursing one-time expenses related to adoption. This course was developed by the Family and Children's Resource Program, part of the Jordan Institute for Families, UNC-Chapel Hill School of Social Work, with funding from and in partnership with the North Carolina Division of Social Services.

Learning Objectives: At the end of this course participants will be able to describe the process for evaluating and responding to requests for adoption-related vendor payments and to determine whether:

- A child meets the requirements to be considered an “applicable” child.
- A child meets the three requirements to be considered “special needs.”
- A child meets the requirements for IV-E and IV-B adoption assistance.
- Non-recurring costs for finalizing an adoption meet requirements for reimbursement.

Note: No registration required. Anyone with an ncswLearn.org account may access this training via the “Personalized Learning Portfolio (PLP) / Online Courses” section of ncswLearn.org.

Course Requirements: Participants must complete the following requirements to be able to print their certificate of completion:

- Complete the entire training, including all activities;
- Pass a final quiz. A grade of 70% or higher is required to receive credit for this course.

Open to: Child welfare staff and supervisors employed in a NC County Department of Social Services (DSS) in the areas of Child Placement or Adoptions.

Recommended for: County DSS staff responsible for determining children’s eligibility for adoption assistance and non-recurring costs for adoption and/or managing requests for adoption-related vendor payments.

Contact Hours: 2 hours; can be credited toward the required 24 hours continuing education requirement.

Computer Requirements:

- External speakers or headset for listening to the online course—to avoid disturbing others;
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability).

Questions: If you have questions about the appropriateness of this course in relation to your job responsibilities, contact Susan Sanderson, NC DSS Child Welfare Services Section (P: 910-293-4356).

ADULT MENTAL HEALTH ISSUES WHICH IMPACT FAMILIES SERVED BY CHILD WELFARE
Online Course
(300 Series)

This online course focuses on four mental illnesses that can affect a person's ability to parent: depression, schizophrenia, bipolar disorder, and borderline personality disorder. It begins with a self-paced component that covers the causes, symptoms, prognosis, treatments, and interventions for these illnesses. This is followed by an instructor-facilitated online session in which participants have a chance to ask questions, discuss best practices, consider potential risks, and explore the impact mental illness can have on permanency planning. Updated in 2015, this course includes the changes in diagnostic criteria with the DSM-V.

This course was developed through funding from the North Carolina Division of Social Services (NC DSS) by Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

LEARNING OBJECTIVES: At the end of this course participants will be able to:

- ✓ List:
 - a. the causes of schizophrenia, depression, bipolar disorder and borderline personality disorder.
 - b. at least four community resources to benefit people with mental illness and their families.
- ✓ Explain how environmental stressors influence the course of these illnesses.
- ✓ Identify:
 - a. three environmental stressors that worsen the severity of these illnesses.
 - b. three common perceptions that society has of people with mental illness and list two ways a child welfare worker can help change those perceptions.
 - c. at least four ways a child welfare worker can assist a parent with mental illness to overcome barriers to permanency planning.
- ✓ Describe:
 - a. at least three symptoms of each of these illnesses.
 - b. at least two effective treatment interventions for each of these illnesses.
 - c. four ways that having either schizophrenia, bipolar disorder, depression, or borderline personality disorder might impact a person's ability to parent.
 - d. five barriers to permanency planning with a parent who has a severe mental illness.

COURSE STRUCTURE: Participants will have opportunities throughout the training to receive learner support including access to a course facilitator through online office hours, tips for effectively completing an online training, and help if they need it. To receive a certificate of completion, participants must complete the following course requirements:

(a) **"SELF-PACED" Online Session:** Participants have two weeks to complete this self-paced online session (about 6–8 hours of online work), which will cover how the normal brain functions, how it functions differently with mental illness, and the continuum of severity of mental illness. Participants will gain an understanding of the causes, symptoms, prognosis, and treatment of schizophrenia, depression, bipolar disorder (manic-depression), and borderline personality disorder.

(b) **KNOWLEDGE ASSESSMENT** – After completing the self-paced online session, participants must take a Knowledge Assessment. The deadline for completing the Knowledge Assessment is two days before the live online session.

(c) **"PUTTING IT INTO PRACTICE" Live Online Session:** This two and a half hour live online session will focus on the risks mental illness poses to the parent, the child, the family, and to workers, and

will explore the impact of mental illness on permanency planning. Participants will have the opportunity to ask questions and discuss best practice. After this session participants receive a certificate of completion via e-mail.

COMPUTER REQUIREMENTS:

- A mic or mic/headset combo plugged into the computer to participate in the live online session of this course **is preferable**. We advise all participants that you or your Information Technology (IT) person should check your equipment prior to the live online session; to test your microphone/headset ahead of time please visit <https://jif.adobeconnect.com/mictest/> Note: enter the test room as a guest.
- Adobe Flash Player (latest version) must be installed on your computer as a Web browser plug-in (for video and audio capability).

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement, including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: Child Welfare supervisors and social workers employed in a county Department of Social Services.

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

**ADVOCATING FOR CHILD AND ADOLESCENT MENTAL HEALTH SERVICES:
THE BASICS OF BEHAVIORAL HEALTH MANAGED CARE
“On-demand” Self-paced Online course
(300 Series)**

This is a self-paced, on-demand, online training providing basic information to child welfare workers and supervisors on working with Local Management Entities/Managed Care Organizations (LME/MCOs) to connect children and families to services. This training explores how to monitor services and build collaborative relationships with LME/MCOs so youth and families can be connected to needed behavioral health services.

Learning Objectives: At the end of this training participants will be able to:

- Explain how Local Management Entities/Managed Care Organizations (LME/MCOs) determine if a young person qualifies for a service.
- Describe the functions of the LME/MCO.
- Describe what to expect from behavioral health providers.
- Describe two strategies to advocate for appropriate services for clients.

This course was developed with funding from the North Carolina Division of Mental Health, Developmental Disability, and Substance Abuse by the Behavioral Healthcare Resource Program, part of the Jordan Institute for Families at the UNC School of Social Work.

Prerequisite: None.

Note: No registration is required. Anyone with an ncswLearn.org account may access this training via the “Personalized Learning Portfolio (PLP) / Online Courses” section of ncswLearn.org.

Course Requirements: Participants must complete the following requirements to be able to print their certificate of completion:

- Complete the entire training, including all activities, and
- Pass a final quiz. A grade of 70% or higher is required to receive credit for this course.

Computer Requirements:

- External speakers or headset for listening to the online course—to avoid disturbing others
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability)

Open to: This course is open to child welfare workers and supervisors employed in NC County Departments of Social Services.

Recommended for: Child welfare workers and supervisors employed by a North Carolina County Department of Social Services working in the areas of Child Placement, Independent Living (LINKS), Foster Home Licensing, and Adoptions.

Contact Hours: 2 hours. This training can be credited towards the required 24 hours continuing education requirement.

ASSESSING AND STRENGTHENING ATTACHMENT (300 SERIES)

Attachment plays a central role in children's cognitive, social, and emotional development and general well-being. Because child abuse and neglect often interferes with attachment, child welfare professionals frequently encounter children and families struggling with attachment issues. This two-day classroom training will teach you about the attachment process, how secure and insecure attachment affect child development, and how to assess and build secure attachments between children and their caregivers. You will leave this course with new skills and ideas to use in your work with families. This course was developed through funding from the North Carolina Division of Social Services (NCDSS) by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Note: This course was formerly entitled *Effects of Separation and Loss on Attachment* and it has been revised to include new research on trauma and attachment.

Learning objectives: At the end of this training participants will be able to describe the process of secure attachment in infancy using the arousal-relaxation cycle; using a case scenario, demonstrate at least two strategies for increasing parents' attachment behaviors; and identify:

- at least two indicators of secure attachment and two of insecure attachment;
- three outcomes of healthy attachment and three possible outcomes of insecure attachment;
- at least three factors that can minimize separation trauma;
- at least two strategies for ensuring appropriate mental health treatment to address children's attachment and trauma issues;
- at least one way that your own culture and history might influence your assessment of a family's attachment and parenting.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement, including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: This course is recommended for all child welfare staff employed in a county Department of Social Services.

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

CHILD AND FAMILY TEAM FACILITATOR FORUMS (300 Series)

“The Center for Family and Community Engagement believes that sharing successes and challenges and supporting one another in a relaxed learning environment can have a positive impact on our work with families, children, and youth.”

Facilitator Forums provide:

- Assistance to your agency facilitators in supporting, developing, and implementing programming around Child & Family Teams.
- An avenue to share resources and knowledge with other counties and child serving agencies regarding the implementation of Child and Family Team meetings
- A chance to develop on-going support and networks to assist you in facilitating and managing family-centered meetings.
- Quarterly opportunities to get together in person with others who are involved in the facilitation of family-centered meetings.
- Regional convenience across North Carolina – in the Western, Central, Southern, and Eastern regions.
- Additional online sessions (Elluminate) for workers to access learning opportunities from their workplace.

(These forums do not replace any mandatory training requirements for child welfare workers.)

Prerequisite: There is no pre-requisite necessary to attend these forums. Forums include workers from NCDSS, schools, mental health, and other agencies who collaborate with NCDSS and use Child and Family Team meetings to work with families.

Open to: All employees of Department of Social Service (DSS) agencies, including those human service agencies that are in partnership with DSS. There is NO FEE to attend these forums.

Recommended for: County DSS agency staff that facilitate and support the implementation of Child and Family Team meetings and staff of community agencies participating in Child and Family Team meetings.

To discuss possibilities or request services: Contact Billy Poindexter, TALS Coordinator, at wtpoinde@gw.ncsu.edu. You can also find further information about the Facilitator Forums at the Center for Family and Community Engagement’s website: <http://www.cfface.org/resources/index.php>

PLEASE NOTE: Request for TALS services must be made directly to the TALS Coordinator or the Center for Family and Community Engagement; not through ncswLearn.

CHILD FORENSIC INTERVIEWING (300 series)

Child Forensic Interviewing is a four-day competency-based training. The intended outcome of the training is to increase the skills of child welfare workers in conducting legally-defensible, developmentally sensitive interviews of alleged child and adolescent victims of child maltreatment. The curriculum will emphasize a “balanced” approach to interviewing that is designed to avoid errors of both undercalling and overcalling abuse. The training is designed for child protective service workers and their immediate supervisors.

The course will present an adaptation of the child forensic interview protocol developed by Michael Lamb and colleagues at the National Institute of Child Health and Development (NICHD). The training will include didactic presentations, video demonstrations, and small group exercises to enhance competency development. The training was adapted for North Carolina child welfare workers by Dr. Mark Everson through funding from the North Carolina Division of Social Services (NCDSS).

Learning Objectives: At the end of this course participants will be able to:

- Identify four family and case characteristics related to non-disclosure among abused children.
- Describe the importance of supportive caregivers in the disclosure process.
- Name four disclosure categories and explain differing interview approaches for each category.
- Describe the process of identifying investigative leads for use in assessing the validity of a child's disclosure.
- Explain the rationale for instructing a child on "interview rules" in the investigative interview process.
- Describe the use of drawing to assess truth/lie competence.
- List four types of interview questions and explain the benefits and liabilities of each type.
- Define leading and suggestive questions and explain guidelines for the use of each.
- List three objectives of the child forensic interview.
- Describe the benefits of a narrative interview strategy for investigative interviews.
- Identify three interview accommodations for children above and below age 10.
- Describe three interview strategies to reduce suggestiveness of young children.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessment, CPS Occasional On-Call, In-Home Services and Child Placement, including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: This course is designed for supervisors and child welfare social workers who are involved in the investigative assessments of reports of alleged maltreatment in children and adolescents. To maximize the benefit of the training, supervisors of the participating investigative workers are strongly encouraged to attend.

Contact Hours: 24 hours. This training can be credited toward the required 24 hours continuing education requirement.

COACHING CHILDREN'S CAREGIVERS THROUGH CHALLENGING MOMENTS (300 Series)

Have you ever felt "stuck" with a family? Do you sometimes struggle with families who seem resistant to your efforts? In this two-day, practice training you will learn a partnership-based coaching approach and skills to help caregivers make long-lasting changes in their lives. This course intentionally mirrors the coaching approach and techniques taught in *Staying Power! A Supervisor's Guide to Coaching and Developing Child Welfare Staff* so that supervisors and staff can speak the same language and apply the same coaching strategies to support both workers and families.

Note: This course was revised in 2016 from a 3-day training to a 2-day training. It is hoped that shortening the course will make it easier for child welfare staff and supervisors to attend. The revised version provides up-to-date research on the impact of coaching families, specific tools for coaching, and more opportunities for workers to practice using those tools and skills throughout the training. The course was revised through funding from the North Carolina Division of Social Services (NC DSS) by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this course participants will be able to:

- Explain at least three of the Six Principles of Coaching and their importance.
- Identify three examples of strengths-based coaching questions and the purpose of these questions.
- Write one example for four of the six types of coaching questions.
- Demonstrate using a strengths-based coaching approach in a skills practice activity.
- Explain how coaching can facilitate positive outcomes for children and families.
- Describe the traditional approach and the coaching approach to working with families, as well as the potential outcomes of these approaches.
- Identify both positive and challenging teachable moments in their work with families.

Prerequisite: Completion of either of these courses (based on your employment) meets the prerequisite. *Child Welfare in North Carolina: Pre-Service Training* **OR** *Connecting with Families: Family Support Practice* **OR** *Family-Centered Practice in Family Preservation Programs*.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. This course is also open to staff from community based programs that focus on child abuse and neglect prevention, such as family support and family preservation services.

Recommended for: Because it teaches skills and knowledge that are helpful when working with families at any stage of the child welfare process, all child welfare professionals can benefit from taking this course.

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirements.

DOMESTIC VIOLENCE POLICY AND BEST PRACTICES IN CHILD WELFARE (300 Series)

Domestic Violence Policy and Best Practices in Child Welfare is a three-day skills building training that covers the specific issues of assessment and intervention when domestic violence related child maltreatment has been identified.

The intent of this training is to link the North Carolina Child Welfare Domestic Violence Policy to child welfare practices. In this interactive training participants will learn how to assess and intervene in child welfare cases involving domestic violence through the use of formal and informal resources. Using case scenarios and other exercises, participants will have the opportunity to practice strategies to help and use with families. This course was funded by the North Carolina Division of Social Services and developed in partnership with the Center for Families and Community Engagement, part of North Carolina State University.

Note: *Domestic Violence Policy and Best Practices in Child Welfare* is replacing the previous two-day course entitled *Child Welfare Practices in Cases Involving Domestic Violence*. This new three-day course includes an expanded discussion about the dangers and dynamics of domestic violence, the effects of domestic violence on children, cultural aspects of domestic violence, safety planning, and outcome-based service planning. Also there is a greater focus on the batterer as a parent and how the abuser's parenting behavior impacts child safety, permanency, and well-being.

Those who have already completed either of the retired 2-day courses (*Child Welfare Practices in Cases Involving Domestic Violence* and/or *Child Welfare Domestic Violence Policy Training*) are welcome to participate in the new, updated training.

Learning Objectives: At the end of this course participants will be able to:

- Locate and describe the Child Welfare Domestic Violence Policy that guides best practice in cases involving domestic violence.
- State three criteria that determine when a report of child maltreatment involving domestic violence should be accepted for a CPS assessment.
- Explain how safety of children is closely related to the safety of the non-offending parent/adult victim.
- State three differences between interviewing a caretaker in a domestic violence case from that in other cases of child maltreatment.
- Name three ways that the abusive parent's behavior impacts their parenting and child safety.
- Identify the difference between anger management programs and batterer intervention programs and explain why anger management is not an appropriate services for domestic violence perpetrators.

Prerequisite: Child Welfare in North Carolina or the completion of other required pre-service training based on date of employment and functional responsibilities.

Open to: This course is open to child welfare social workers, supervisors, and program managers employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessment, CPS Occasional On-Call, In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: DSS child welfare social workers, supervisors, and program managers.

Contact hours: 18 hours. This training can be credited toward the required 24 hours continuing education requirement.

ENGAGING THE NON-RESIDENT FATHER FOR CHILD WELFARE STAFF (300 series)

The recognition by the child welfare system of the need to engage fathers initially resulted from the federal Child and Family Service Reviews (CFSR) and the “What About the Dads?” report, which identified a lack of meaningful engagement of fathers by child welfare systems across the country.

With the North Carolina’s last CFSR and resulting Program Improvement Plan, father engagement was identified as a practice area needing improvement. North Carolina received a financial penalty for not meeting program standards in this area. More importantly, the Division of Social Services recognizes the importance of engaging fathers to the ongoing safety, permanency, and well-being of children and appreciates the value their participation in a child’s life can bring.

This two-day ***Engaging the Non-Resident Father for Child Welfare Staff*** course is designed to provide workers with knowledge to further support a practice shift toward engaging non-resident fathers in child welfare cases involving their children. The *Best Practice Guide for Engaging Fathers and Non-Residential Parents* will be discussed in this training along with interactive lecture, small and large group activities and experiential exercises designed to practice skills relevant to engagement strategies and techniques for engaging fathers and non-residential parents in the child welfare process.

This guide can be accessed at <http://www.ncdhhs.gov/dss/training/index.htm>

Learning Objectives: At the end of this course participants will be able to

- ✓ Explain
 - a. and discuss two examples of how their own values and perceptions about fathers may impact the engagement of fathers.
 - b. and state at least one example of how personal experience or history influence cultural viewpoints and male stereotypes.
 - c. at least three protective factors, listed in the *Best Practice Guide for Engaging Fathers and Non-Residential Parents*, which are linked to a lower incidence of child abuse and neglect.
 - d. at least five interview suggestions specific to custodial mothers, listed in the *Best Practice Guide for Engaging Fathers and Non-Residential Parents*, which help mothers understand how the child can be best supported when fathers are engaged.
- ✓ State at least three benefits to the child welfare professional when fathers are engaged.
- ✓ List at least three benefits to the child when fathers are engaged.
- ✓ Discuss
 - a. at least two child well-being outcomes, listed in the *Best Practice Guide for Engaging Fathers and Non-Residential Parents*, when fathers have healthy involvement with their child.
 - b. at least one challenge to engaging the non-residential father, and identify at least two strategies for engaging the non-residential father.
- ✓ Describe
 - a. three strategies consistent with diligent efforts to locate and contact the non-custodial parent.
 - b. what constitutes a father friendly program and cite three examples.
 - c. and explain the differences between the two types of father engagement strategies based on the dynamics of an actual case and the unique experiences of the non-resident father.

- ✓ Demonstrate how to use the *Father Friendly Check-up* tool to assess their agency's ability to facilitate and sustain father engagement.
- ✓ Name two barriers that may prevent males from seeking help and articulate two strategies that may encourage men to seek help.

The original curriculum from which parts of this current course is adapted was developed and funded by the National Quality Improvement Center on Non-Resident Fathers and the Child Welfare System. In addition, the NQIC data content has been adapted from "Engaging Absent Fathers: A Training Outline" developed by Robert Brinker, MA, for the Pennsylvania Child Welfare Training Program, University of Pittsburgh School of Social Work.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: North Carolina County DSS child welfare social workers, supervisors and program managers.

Contact Hours: 12 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

**FOSTERING AND ADOPTING THE CHILD WHO HAS BEEN SEXUALLY ABUSED (CSA/MAPP)
(300 Series)**

Fostering and Adopting the Child Who Has Been Sexually Abused is a four day train-the-trainer curriculum designed to train child welfare staff who serve in the role of trainer to develop the skills of foster and adoptive families who work with sexually abused children.

Participants will be able to train experienced foster and/or adoptive families to make an informed decision about their willingness and readiness to apply specialized skills for meeting the needs of sexually abused children.

Topics the participant will learn to train include: understanding child sexual abuse, handling the double trauma of sexual abuse and placement, responding to disclosures of prior sexual abuse, managing behaviors to meet the needs of children who have been sexually abused, handling false allegations of sexual abuse and teamwork with mental health, legal and social service providers for the child who has been sexually abused. *Fostering and Adopting the Child Who Has Been Sexually Abused* was developed by the Child Welfare Institute.

Learning Objectives: At the end of this training participants will be able to:

- Identify six of the eight steps for selecting and implementing interventions that enable foster/adoptive families to successfully care for children who have been sexually abused.
- During a co-leading presentation, use training techniques that enhance the learning of foster/adoptive parents working with sexually abused children.
- Apply the three steps for preventing further sexual abuse of children given a skills practice activity.
- Prepare an intervention strategy for nine of the eleven emotional reactions by being provided with the emotional reactions common to both placement and sexual abuse,
- Identify at least three strategies for successful visits with the birth family using scenarios provided during the course,
- List at least three ways the grief cycle is activated during visits with the birth family.
- Choose at least three routines that would enhance the safety of the child when applied to a family structure using a list of basic routines.
- Identify at least 10 safeguards that should be implemented by all foster/adoptive families and their social networks using the foster/adoptive child and family scenarios.

Prerequisite: Child Welfare in North Carolina or completion of other required pre-service training based on employment and functional responsibilities (For NCDSS Child Welfare Staff) and TIPS-MAPP.

Open to: Child welfare social workers certified as TIPS-MAPP leaders. This includes therapeutic or private agency TIPS-MAPP leaders, as well as foster parent /adoptive parent TIPS-MAPP leaders.

Recommended for: This curriculum is targeted to Certified TIPS-MAPP Leaders who will train foster and adoptive families to parent children who have been sexually abused. Persons attending must be **certified TIPS-MAPP Leaders. Full participation in the four days is required for certification**

Participants should be advised that this training requires reading and homework in the evenings of the training session. Participants may wish to bring a tote bag or backpack to carry their books

Contact Hours: 26 contact hours. This training can be credited toward the required 18/39 hours of additional training within the first year or the 24 hour continuing education requirement.

**FOSTERING CONNECTIONS I: PARTNERING TO IMPROVE THE
HEALTH AND WELL-BEING OF CHILDREN IN FOSTER CARE**
“On-demand” Self-Paced Online Course
(300 Series)

This is a self-paced, on-demand, online training for child welfare workers, supervisors, managers, and directors. The course provides knowledge and tools for collaborating successfully with medical homes and the local community care network to improve outcomes for children.

This course was developed with funding from the NC Pediatric Society by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this training participants will be able to:

- Describe the medical home approach and the local community care network in North Carolina.
- Identify at least two responsibilities each of DSS, medical homes, and the local community care network when collaborating on children’s health and well-being.
- Describe the role of care managers in the local community care network.
- List the three types of medical visits required for children in foster care and when they need to occur.
- Through an activity, practice completing sections of the DSS Health History Form to maximize communication and collaboration with medical providers.

Prerequisite: None.

Note: No registration is required. Anyone with an ncsWLearn.org account may access this training via the “Personalized Learning Portfolio (PLP) / Online Courses” section of ncsWLearn.org.

Course Requirements: Participants must complete the following requirements to be able to print their certificate of completion:

- Complete the entire training, including all activities, and
- Pass a final quiz. A grade of 70% or higher is required to receive credit for this course.

Computer Requirements:

- External speakers or headset for listening to the online course—to avoid disturbing others
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability)

Open to: This course is open to child welfare workers, supervisors, program managers, and directors employed in NC County Departments of Social Services. It is also open to individuals from licensed private child-placing agencies contracting with a county DSS agency to provide Child Placement.

Recommended for: Agency directors and child welfare workers, supervisors, managers working in the areas of Child Placement, Independent Living (LINKS), Foster Home Licensing, and Adoptions. **Note:** After completion of this course, agency leaders are encouraged to take an additional on-demand course *Fostering Connections II: Building Local Systems to Improve the Health and Well-Being of Children in Foster Care*.

Contact Hours: 0.5 hour; can be credited toward the required 24 hours continuing education requirement.

**FOSTERING CONNECTIONS II: BUILDING LOCAL SYSTEMS TO IMPROVE
THE HEALTH AND WELL-BEING OF CHILDREN IN FOSTER CARE**
“On-demand” Self-Paced Online Course
(300 Series)

This is a self-paced, on-demand, online training for child welfare supervisors, managers, and directors from NC County Departments of Social Services. The course provides agency leaders with knowledge and tools to create successful interagency partnerships between DSS, medical homes, and the local community care network.

This course was developed with funding from the NC Pediatric Society by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this training participants will be able to:

- Explain the agency-level steps necessary to ensure children in foster care are enrolled in a network medical home.
- Describe the purpose of the Letter of Agreement and the TECCA (Technology-Enabled Care Coordination Agreement).
- Identify at least three potential benefits of enhanced collaboration among DSS agencies, medical homes, and the local community care network.

Prerequisite: None. However, it is strongly recommended that participants complete the on-demand, online training *Fostering Connections I: Partnering to Improve the Health and Well-being of Children in Foster Care* before taking this course.

Note: No registration is required. Anyone with an ncswLearn.org account may access this training via the “Personalized Learning Portfolio (PLP) / Online Courses” section of ncswLearn.org.

Course Requirements: Participants must complete the following requirements to be able to print their certificate of completion:

- Complete the entire training, including all activities, and
- Pass a final quiz. A grade of 70% or higher is required to receive credit for this course.

Open to: This course is open to child welfare supervisors, program managers, program administrators, and directors employed in a NC County Department of Social Services. It is also open to supervisors, managers, and executive directors from licensed private child-placing agencies contracting with a county DSS agency to provide Child Placement.

Recommended for: Agency directors and child welfare supervisors, program managers, and program administrators working in the areas of Child Placement, Independent Living (LINKS), Foster Home Licensing, and Adoptions.

Contact Hours: 0.5 hour; can be credited toward the required 24 hours continuing education requirement.

**INTRODUCTION TO CHILD AND FAMILY TEAMS:
A CROSS SYSTEM TRAINING FROM THE FAMILY'S PERSPECTIVE
(300 Series)**

Introduction to Child and Family Teams: A Cross-System Training from the Family's Perspective is a two day experiential training developed in partnership with families in North Carolina. The goal of this training is to provide an overview of Child and Family Team meetings from the family's perspective. Families, through focus groups and through direct involvement in curriculum writing, provided essential guidance in the development of this training. The training is grounded in their knowledge and experience, especially regarding how to make Child and Family Teams a successful way to support the active involvement of families, children and youth in planning for the family.

This training seeks to reinforce the idea of "one family, one plan" by addressing Child and Family Teams through the lens of multiple systems as they affect families in their everyday lives. Participants should come ready to be actively engaged in the process for two full days. The majority of the training will be presented through the experience of a mock Child and Family Team meeting. At various times throughout the training, participants will serve as members of the meeting process and as observers of the meeting process. Trainers will provide opportunities for connection, introspection, conversation and exploration about how to best bring families to the table so that all parties are able to leave the Child and Family Team feeling successful.

This course was developed through funding from North Carolina Division of Social Services (NC DSS) by the Center for Family and Community Engagement, part of NCSU College of Humanities and Social Sciences.

Learning Objectives: At the end of this training participants will be able to:

- Write a purpose for a Child and Family Team that clearly communicates the reason for the meeting.
- Identify the essential roles in the Child and Family Team that support family partnership.
- Recognize the seven principles of Child and Family Teams as adopted by the NC Systems of Care.
- Identify three essential elements of a Child and Family Team meeting process.
- Write the definition of Child and Family Team meetings as defined by families.
- Describe ways to collaboratively explore the needs of the family as it relates to the purpose of the Child and Family Team.
- Describe ways to promote family leadership in the development of plans for children, youth and families.

Prerequisite: None.

Open to: Individuals working in a variety of organizations serving children, youth and families are encouraged and invited to attend. This includes, but is not limited to those working in: mental health, social services, juvenile justice and delinquency prevention, public health, and schools.

Recommended for: Individuals interested in learning more about how child and family teams can work in concert with other planning processes and how to create and maintain working partnerships with youth and families.

Contact Hours: 12 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

INTRODUCTION TO CHILD WELFARE DATA SOURCES (300 SERIES)

This training builds the capacity of county DSS staff to effectively access and use the major child welfare data sources for North Carolina. The course includes a mandatory one-on-one online session between a trainer and attendee which will take place prior to the classroom session. This one-on-one session will ensure participants are able to log on to all of the sites, followed by a one-day classroom training that introduces participants in more detail to the UNC Management Assistance Site, the Client Services Data Warehouse, and XPTR reports. The training will include instructions on navigating the sites and hands-on activities to find and utilize various reports. This course was developed by the NC Division of Social Services in partnership with the Jordan Institute for Families at the School of Social Work, UNC-Chapel Hill.

Learning Objectives: At the end of this course participants will be able to

- Identify four sources for child welfare data that could be used to assess and improve worker and agency performance.
- Explain when and how to use each of these four data sources.
- Successfully run at least three reports on the UNC Management Assistance site and at least two queries on the Child Welfare Data Warehouse.
- Describe the type of data available in the Child Welfare Data Workbooks and XPTR reports and how supervisors and managers might use them.

Training Requirements:

To participate in the **One on One Online Session**, participants **must** have:

- A computer with Broadband Internet access and Adobe Flash Player (latest version) installed as a plug-in to the Web browser.
- A telephone line for audio

To participate in the **Classroom Training day**, participants **must** bring a laptop with wireless capacity (please no tablets).

Prerequisites: None.

Open to: This course is open to all child welfare staff from county DSS agencies and NC Division of Social Services.

Recommended for: This course is recommended for child welfare supervisors, program managers, and county DSS directors.

Contact Hours: 6.5 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

INTRODUCTION TO SUBSTANCE ABUSE FOR CHILD WELFARE SERVICES (300 Series)

In the past few years, our understanding of addiction has changed dramatically. What makes a person likely to become addicted? What can't they just quit? What kind of treatment is effective? ***Introduction to Substance Abuse for Child Welfare Services*** is a two-day curriculum focusing on families and children affected by alcohol and other drug abuse. Workers will enhance their understanding of addiction and how it develops, how substance abuse affects parenting and child development, and intervention techniques for case management in child welfare. Participants will learn ways to screen for substance abuse in client families, what treatments are effective for substance abuse and what plans are needed for children (through presentations, video illustrations, skills practice, group discussions, and case studies). This curriculum was developed through funding from the North Carolina Division of Social Services (NCDSS) by Family and Children's Resource Program, part of The Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this training participants will be able to:

- Identify his or her own personal responses, biases, and values regarding substance abuse and list three ways these can positively or negatively affect child welfare practice.
- List three differences between men and women related to substance abuse.
- Explain why substance addiction is a brain-based disease and how workers' understanding of this concept can help them provide effective services to families.
- List three distinguishing characteristics for people in each of the following categories: using, abusing, or addicted to any kind of drug.
- Describe the biological and environmental factors that put a person at risk for addiction and at least four services/resources that reduce risk of relapse.
- List three factors a worker would assess in considering the risk to children in families where substance abuse is an issue.
- List three indicators of substance abuse in each of the following categories: physical, behavioral, and emotional.
- List two ways Family Drug Treatment Courts benefit child welfare interventions.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to Child Welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: This specialized curriculum is targeted to child welfare social workers and supervisors employed in a county DSS.

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

IV-E: AN OVERVIEW (300 Series)

IV-E: An Overview is a one-day **specialized** curriculum focusing on the laws and policies regarding IV-E funding for children in the custody of placement responsibility of County Departments of Social Services. Topics covered include the importance of IV-E funding, court requirements, required court language, documentation, and eligibility and redetermination requirements. Participants will have opportunities to apply their understanding and knowledge about IV-E eligibility through selected vignettes.

Learning Objectives: At the end of this training participants will be able to:

- Describe the court order requirements and language required in court orders for IV-E eligibility.
- Describe the rules to follow to determine IV-E eligibility and reimbursement.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open To: This course is open to staff and supervisors employed in a NC County Department of Social Services (DSS) in the areas of Income Maintenance, Work First, CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended For: This curriculum is recommended for County DSS Staff responsible for IV-E eligibility for children, IV-E eligibility must be determined as the point of removal and is heavily dependent upon specific court order language; therefore, CPS social workers are strongly encouraged to attend. This course is also recommended for income maintenance staff that help establish AFDC connectedness and eligibility, which is a component of IV-E eligibility.

Contact Hours: 6 hours. This training can be credited toward the required 24 hours continuing education requirement.

**KEEPING IT REAL:
CHILD AND FAMILY TEAMS WITH YOUTH IN TRANSITION
(300 Series)**

Keeping It Real: Child and Family Teams with Youth in Transition is a one day classroom training. It is designed to offer service providers a formalized method for amplifying the voices of foster care youth in their individual transitional living plans. Participants will understand the use of the Child and Family Team as a planning approach with youth and their identified supports. Skill-based activities will focus on how to prepare youth for meetings, how to assist youth in deciding who they want to attend meetings, and how to use follow-up meetings as a way to support the youth's successful transition to independent living. This course was developed through funding from the North Carolina Division of Social Services (NC DSS) by the Center for Family and Community Engagement, part of NCSU College of Humanities and Social Sciences.

Learning Objectives: At this end of this training participants will be able to:

- Identify their own beliefs and assumptions around working with youth as they move towards creating a transitional plan within the Child and Family Team process.
- Describe the purpose of Child and Family Team meetings in planning for a foster care youth's transition to independent living.
- Identify the preparation tasks required to enable youth to actively participate in the creation of their Transitional Living Plans.
- Describe at least four characteristics an adolescent must demonstrate related to emotional maturity, developmental abilities, and overall capacity to participate in their Child and Family Team meeting with their identified support system.

Prerequisite: *Step By Step: An Introduction to Child and Family Team Meetings* **OR** *An Introduction to Child and Family Teams: A Cross System Training from the Family's Perspective.*

Open to: Child Welfare and Work First social workers and supervisors, other County DSS staff, facilitators, community providers, and staff from other agencies in the community who will be involved in or participating in Department of Social Services Child and Family Teams.

Recommended for: LINKS Coordinators, county employees, partnering agencies, service providers, law enforcement, school personnel, and anyone likely to be involved in Department of Social Services child and family teams.

Contact Hours: 6 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

**LIFE BOOKS: MOTIVATING THE MEMORY KEEPERS
(300 Series)**

Life Books: Motivating the Memory Keepers is a one day training which introduces Life Books as a therapeutic tool for meeting the well-being needs of children in the foster care system. Life Books are widely recognized as best practice in child welfare services due to the benefits for the child, the birth parents, the foster/resource parents, the child's therapist, and the child welfare workers. The creation and sharing of Life Books provide opportunities for discussing healthy connections, addressing traumatic events, and promoting a positive self-concept.

This course will guide child welfare staff in educating, motivating, and supporting the child's team members in creating and maintaining the child's Life Book. Examples of Life Book formats, materials used in Life Book preparation, organization tips, and innovative Life Book design methods will be addressed. In addition, participants will create a Life Book page and make plans for continuing the creation of Life Books for children in foster care and/or adoptive placements. Participants will also receive guidelines for sharing this course content with other child welfare staff and foster/resource parents.

Learning Objectives: At the end of this training participants will be able to:

- Identify at least 5 topics that can be included in a Life Book.
- Name at least 3 strategies for locating necessary information pertaining to the child that can be included in a Life Book.
- Create a Life Book page that includes a story and a picture.
- List at least three resources for Life Book design and formatting.
- Create an action plan for sharing at least two key concepts from this course with foster/resource parents and child welfare workers in the agency.
- Identify at least two ways that Life Books contribute to the well-being of children in the foster care system.
- List at least three benefits of the Life Book process for the child, the birth parent, the foster/adoptive parents, and the child welfare worker/agency.
- Name at least two ways that Life Books can help children cope with traumatic experiences.

Prerequisite: Child Welfare in North Carolina or completion of other required pre-service training based on employment and functional responsibilities (for NCDSS Child Welfare Staff).

Contact Hours: 6 hours. This training can be credited toward the required 24 hours continuing education requirement.

Open to: This course is open to child welfare workers and supervisors employed in NC County Departments of Social Services. This course is also open to staff from private child placing agencies licensed by North Carolina.

Recommended for: This course is recommended for child welfare staff (from NC County DSS agencies or private child placing agencies), whose role involves working with child living in foster homes or preparing children for moves to other foster or adoptive homes. This course is also recommended for certified MAPP Leaders and staff who conduct foster parent pre-service training sessions

More information: For more information regarding dates and sites for this or any other course, please visit our website for our complete calendar: <http://www.ncswLearn.org>.

Questions: If you have questions about the appropriateness of this course in relation to your job responsibilities, please contact Ginger Caldwell at ginger.caldwell@dhhs.nc.gov.

**MEDICAID ADMINISTRATIVE CLAIMING FOR ADULTS AND CHILDREN
(300 Series)**

The objective of Medicaid Administrative Claiming (MAC) is to provide supportive services to Medicaid eligible ADULTS and CHILDREN in identifying their Medical/Mental Health needs that increase their risk of adverse health events and implementing strategies that will address those needs through education in self-care, optimization of medical treatment, and integration of care. These strategies will raise the quality of healthcare, improve health outcomes, prevent cost hospitalizations, and promote the holistic health of families.

This full day classroom training (8:30 am to 5:00 pm) describes MAC billable activities and provides examples of appropriate interactions and strategies for Medicaid eligible adults and children with Medical/Mental Health needs and will utilize skills practice exercise, audiovisuals, and case studies. The development of this course was a partnership between the NC Division of Aging and Adult Services and the NC Division of Social Services.

Open to: This course is targeted to Adult Services social workers and Child Welfare social workers and their supervisors located in the Adult Services and/or Children Services units from the North Carolina County Department of Social Services. **PLEASE NOTE:** Although MAC services can be provided by non-social worker staff, **only** social worker staff are eligible to register for this classroom-based course through ncswLearn.org.

Recommended for: This course is targeted to Adult Services social workers and Child Welfare social workers and their supervisors located in the Adult Services and/or Children Services units from the North Carolina County Department of Social Services.

Prerequisite: None

Contact Hours: 6 hours. This training can be credited towards the 24 hours continuing education requirement for County DSS Child Welfare Social Workers.

METHAMPHETAMINE: WHAT A SOCIAL WORKER NEEDS TO KNOW
“On-Demand” Self-Paced Online Course
(300 Series)

Methamphetamine: What a Social Worker Needs to Know is a self-paced online course designed to familiarize the worker with the signs of methamphetamine (meth) use, production, and the hazards meth poses to families. Methamphetamine impacts every aspect of a user's life, and often creates abusive and neglectful situation for children. It is an extremely addictive stimulant amphetamine drug and has high potential for abuse.

The information in this course is divided into four modules, an orientation module and three learning modules. Participants will have about 4-5 hours of online work to be completed at their own pace. At the conclusion of this online course which includes passing the final quiz, participants will be able to print out their certificate of completion. Participants will learn the history of methamphetamine, its use, distribution, and the destructive impact it has on the human body. Videos illustrate how the toxic nature of meth is a danger not only to the user, but also to others, both in and out of the household. Participants will also hear about evidence-based treatment interventions to assist families dealing with meth.

Learning Objectives: At the completion of the training participants will be able to:

- Identify three long-term health issues for meth users.
- Identify three reasons meth use increases risk of abuse and neglect for children.
- Recognize the physical, behavioral, and psychological indicators of meth use.
- Identify potential hazardous meth-related materials and conditions.
- Describe the North Carolina Drug Endangered Children's Policy.
- Describe the benefits and barriers to collaboration in meth-lab seizures.
- Describe effective community efforts to address problems of meth use and production.

This course explores the policies North Carolina has adopted to ensure the safety of both the families involved with methamphetamine, as well as the workers who encounter these laboratories in the process of protecting children. Participants will access information on the latest production methods, statistics about meth production in North Carolina, where it is happening, and how it is impacting children. *Methamphetamine: What a Social Workers Needs to Know* was developed through funding from the North Carolina Division of Social Services by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Course Requirements: Participants must complete the following course requirements to receive a certificate of completion:

- ✓ Complete the “Self-paced” online session of the course (it should take about 4–5 hours of online work), including online learning modules, pre- and post-module quizzes.
- ✓ Pass a final quiz. A grade of 70% or higher is required to receive credit for this online course.

Computer Requirements:

- ✓ Computers **must** have
 - External speaker or headset for listening to the online course—to avoid disturbing others;
 - Broadband Internet access; and
 - Adobe Flash Player (latest version) must be installed on your computer as a plug-into the Web browser (for video and audio capability).

Prerequisite: There are no prerequisites for this training.

Note: No registration is required. Anyone with an ncswLearn.org account may access this self-paced online course via the Personalized Learning Portfolio (PLP) / Online Courses section of the website.

Recommended for: All Child Welfare staff employed in a county DSS. It is recommended for employees prior to working with families involved with methamphetamine.

Contact Hours: 5 hours. This training can be credited toward the required 24 hours continuing education requirement.

MONEY MATTERS: FOSTER CARE FUNDING BASICS
“On-Demand” Self-Paced Online Course
(300 Series)

Money Matters: Foster Care Funding Basics a four-hour, self-paced online course reviews the various funding streams that support foster care placement and the technical systems which reimburse costs to the agencies that provide care to clients. In addition, the course provides resources and recommendations to enhance agencies’ ability to problem-solve data entry problems and eligibility requirements.

Money Matters was developed through funding from the North Carolina Division of Social Services (NC DSS) by the Family and Children’s Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this training participants will be able to:

- Identify the various funding sources to support children in out-of-home care.
- With the use of interactive case scenarios, correctly complete documentation and enter date into the Child Placement and Payment System (CPPS) to ensure your agency receives full reimbursement.
- Describe two recommendations to ensure timely payments to foster care providers and optimal reimbursements to your agency.
- List three resources for problem-solving and future reference.

Course Requirements: Participants must complete the following course requirements to receive a certificate of completion:

- ✓ Complete the entire online course, including all activities, and
- ✓ Pass a final quiz. A grade of 70% or higher is required to receive credit for this online course.

Computer Requirements:

- ✓ Computers **must** have:
 - External speaker or headset for listening to the online course—to avoid disturbing others;
 - Broadband Internet access;
 - Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability).

Note: No registration is required. Anyone with an ncswLearn.org account may access this self-paced online course via the Personalized Learning Portfolio (PLP) / Online Courses section of the website. At the conclusion of this online course, participants will be able to print a certificate of completion.

Recommended for: This course is designed for county and provider staff who are involved in the financial aspects of client care: placement of children, authorization of agreements, supervisors, data entry and fiscal staff.

Contact Hours: 4 hours. This training can be credited toward the required 24 hours continuing education requirement.

**MOTIVATING SUBSTANCE ABUSING FAMILIES TO CHANGE:
AN ADVANCED PRACTICE COURSE
(300 Series)**

Motivating Substance Abusing Families to Change: An Advanced Practice Course is a one-day advanced course on working with families where children are endangered by a caretaker's alcohol or drug abuse. The course focuses on effective ways to motivate families to engage in substance abuse treatment. Participants will have an opportunity to engage in practice activities to enhance their skills. This curriculum was developed through funding from the North Carolina Division of Social Services (NCDSS) by Family and Children's Resource Program, part of Jordan Institute for Families at UNC-CH School of Social Work.

Learning Objectives: At the end of this course participants will be able to

- Explain two reasons why previous approach used with substance abusing parents had limited success at improving outcomes.
- Discuss three reasons why a motivational approach is effective in case management efforts with substance abusers.
- Explain OARS (Open-ended questions, Affirmations, Reflections, and Summary) by listing four closed questions and open questions, giving an example of an affirmation, defining reframing, and demonstrating reflective listening in an interview with a partner.
- Define motivation and describe at least four factors which influence motivation day to day.
- Discuss with another participant your own attitudes and beliefs about addiction and describe two ways those beliefs impact your practice, especially your relationship with families.
- Using a case management scenario, list five recommendations for the problem area in the life of a substance abuser, five ways to measure the client's progress in utilizing the recommendation, and three relevant ways to reward the client's accomplishments.
- Describe three strategies used nationally that have proven effective at improving outcomes with substance abuse in child welfare cases.
- Describe at least three methods proven effective at motivating families in child welfare with substance abuse problems to seek treatment and engage in recovery.
- Describe six stages of change and apply them to a personal example of changing behavior (i.e., smoking, weight loss) by discussing what happened at each stage, how long each stage took, how successful the change effort was, and which stage was most difficult or memorable and why.
- Describe Change Talk and give three examples of questions that elicit Change Talk from a client.
- Describe the terminology and concepts of substance abuse and addiction and how the resulting brain damage affects casework practice.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSSS Child Welfare Staff). **Note:** This course was previously titled *Drug-Endangered Children: An Advanced Substance Abuse Practice*.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: Child Welfare social workers and supervisors in a county Department of Social Services.

Contact Hours: 6 hours. This training can be credited toward the required 24 hours continuing education requirement.

**PS-DECIDING TOGETHER:
A PROGRAM TO PREPARE FAMILIES FOR FOSTERING OR ADOPTION ON AN INDIVIDUAL BASIS
(300 Series)**

PS-Deciding Together is based on the PS-MAPP program (*Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting*) and uses the same twelve skills identified in other MAPP curricula and known to be necessary for successful foster and/or adoptive parenting. *PS-Deciding Together* is a program that can be used in place of PS-MAPP for individual families or very small groups and places a strong emphasis on the importance of the safety, well-being, and concurrent planning for timely permanence for children served by the child welfare system. This individual preparation and selection program provides the agency and prospective foster/adoptive parents with a flexible alternative to the group preparation and selection process while meeting the 30 hour Pre-service training requirement for foster/adoptive parents.

Participants should be advised that this training may require advanced reading and homework the evenings of the training. Participants may wish to bring a tote bag or backpack to carry the participant manuals.

Learning Objectives: At the end of this training participants will be able to:

- Demonstrate how to use the Deciding Together Leader's Guide to effectively conduct five of the seven family consultations.
- List at least three activities identified in Parent Book 6 designed to help parents develop their community support networks.
- Based on the Alliance Model, name at least one benefit of partnerships for the child, birth parents, foster parents, adoptive parents, and agency.
- Based on the Needs Cycle, identify the significance of using a nurturing intervention vs. a socially controlling intervention during interactions with children and birth parents.
- List the 12 skills critical for successful foster/adoptive parenting.
- Based on the Partnership Development Plan model, list the steps in conducting a collaborative plan based on strengths and needs of prospective foster/adoptive parents.
- Identify at least two tools used to assess strengths/needs of prospective foster/adoptive parents.
- Following a role play demonstration involving a prospective foster/adoptive parent, list five of the eight steps of social contracting.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff) **and either MAPP-GPS, PS-MAPP or TIPS-MAPP (Trauma Informed PS-MAPP).**

Open to: Child welfare, therapeutic or private agency social workers certified as MAPP-GPS, PS-MAPP, or TIPS-MAPP Leaders.

Recommended for: Social workers certified as MAPP-GPS, PS-MAPP, or TIPS-MAPP Leaders.

Contact Hours: 12 Hours. This training can be credited toward the required 24 hours continuing education requirement.

REASONABLE EFFORTS: WHAT SUPERVISORS NEED TO KNOW
“On-Demand” Self-Paced Online Course
(300 Series)

Reasonable Efforts: What Supervisors Need to Know is a 2-hour, self-paced online course for county department of social services child welfare supervisors. The course is designed to enhance the ability of DSS agencies to provide and document reasonable efforts on behalf of families receiving child welfare services. Content was developed with input from the UNC-Chapel Hill School of Government and an Assistant Attorney General for Child Welfare. The training provides a courtroom re-enactment, a review of the legal and policy requirements for judicial determinations of reasonable efforts, a practice framework for providing and documenting reasonable efforts, an interactive supervision scenario, and a structured case review that hone reasonable efforts-related skills and knowledge.

This online training was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children’s Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this course participants will be able to:

- Demonstrate the ability to strengthen documentation of reasonable efforts using a structured case review.
- Demonstrate the ability to prepare staff for court hearings using an interactive supervisory scenario.
- Describe legal and policy requirements for judicial determinations of reasonable efforts.
- Using a structured case review and an interactive supervisory scenario, apply a practice framework for providing and documenting reasonable efforts.
- Describe, in order, the five preferred methods of achieving permanency.
- List at least four types of coaching questions to strengthen a worker’s understanding of and ability to document reasonable efforts.

Course Requirements: Participants must complete the following course requirements to be able to print a certificate of completion:

- ✓ Complete the entire online course, including all activities,
- ✓ Pass a final quiz. A grade of 70% or higher is required to receive credit for this online course.

Computer Requirements: Computers **must** have:

- External speaker or headset for listening to the online course—to avoid disturbing others;
- Broadband Internet access;
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability).

Open to: This course is open to child welfare supervisors employed in a North Carolina County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Note: **No registration is required.** Anyone with an ncswLearn.org account may access this self-paced online course via the Personalized Learning Portfolio (PLP) / Online Courses section of the website. However, we suggest you read carefully the course description above to determine the applicability of this training to your job role.

Recommended for: This course is designed for county DSS child welfare supervisors.

Contact Hours: 2 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

RESPONDING TO CHILD SEXUAL ABUSE (300 Series)

Cases involving child sexual abuse are incredibly challenging and require specialized knowledge and interviewing techniques. Learn the new national protocols for legally defensible interviewing and the latest best practice guidelines in responding to child sexual abuse. ***Responding to Child Sexual Abuse*** is a six-day **specialized** curriculum that provides a foundation for assessing sexual abuse allegations that best supports the child and family. **Note:** This course was formerly entitled *Introduction to Child Sexual Abuse* and has been revised to include current research, new interviewing protocols and more skills practice.

The course is divided into two 3-day sessions with many opportunities for skills practice and transfer of learning activities. The first three-day session focuses on understanding the dynamics of these cases and understanding the definitions, statistics, laws, and policies regarding sexual abuse. This will prepare you for your initial contact with the child and family.

The second three-day session focuses on learning and practicing the interviewing techniques with children, protective parents, and alleged offenders. We will give you strategies for making case decisions, and consider the special issues of safety planning, including plans for youth with sexual behavior problems.

This course offers group discussions, videos and case studies, so you will have many opportunities to process information, hear from survivors and offenders, and practice interviewing techniques in a safe environment. *Responding to Child Sexual Abuse* was developed by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work, in collaboration with the NC Division of Social Services.

Learning Objectives – At the end of this course, participants will be able to:

- Describe the legal and clinical definitions of child sexual abuse, including at least four examples of the activities that may constitute sexual abuse.
- Describe state policies on investigative assessment and case management in child sexual abuse.
- Discuss research related to characteristics of sexual abuse victims, offenders and nonoffending parents, and its implications for casework practice.
- Differentiate normal age-appropriate sexual development in children and adolescents from sexually reactive behavior and sexual abuse.
- Describe at least three criteria for assessing the credibility of a child's disclosure of sexual abuse.
- Describe a Child Medical Evaluation and Child and Family Evaluation, and the benefits of preparing a family for such an evaluation.
- Explain how cultural factors may confound the investigation, assessment, and case planning in child sexual abuse cases.
- Describe the effective forms of treatment available for the victim, family members and the offender.
- Describe how to develop an appropriate safety plan with the family to protect all members of the household.
- Demonstrate the use of free narrative prompts in an interview.
- Demonstrate the use of Good Touch/Bad Touch/Private Touch for introducing the topic of sexual abuse in interviews with children.
- Demonstrate appropriate use of a legally defensible interviewing protocol for use with children and explain its benefits.
- Identify individual and family dynamics that occur in families where intrafamilial sexual abuse occurs.
- Describe the typical pattern of grooming in sexual abuse.
- Assess one's own ability to work with cases of sexual abuse.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff), **and** *Legal Aspects of Child Welfare in North Carolina* (200 Series, Tier 1), **and** *Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals* (200 Series, Tier 1).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: This curriculum is targeted to child welfare social workers and supervisors employed in a county Department of Social Services with **more** than 1 year of experience.

Contact Hours: 36 hours. This training can be credited toward the required 24 hours continuing education requirement.

SECONDARY TRAUMA: A COURSE FOR CHILD WELFARE WORKERS
(300 Series)

In your work in child welfare, you are exposed to trauma on a regular basis. How do these traumas impact you? Your own family? Your work? *Secondary Trauma: A Course for Child Welfare Workers* focuses on helping you manage the physical and emotional responses to the child abuse and neglect you encounter on the job. You will learn and practice a variety of strategies that will help you prevent and respond to secondary trauma. This one-day course was developed through funding from the North Carolina Division of Social Services by the Family and Children's Resource Program, part of the Jordan Institute for Families at UNC School of Social Work.

Learning Objectives: At the end of this course participants will be able to:

- Identify at least two differences between secondary traumatic stress and burnout.
- Identify four signs of secondary trauma.
- Practice using an assessment tool to self-identify symptoms of secondary traumatic stress.
- Identify and practice strategies to reduce secondary traumatic stress and build resilience.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities.

Open to: This course is open **only** to child welfare line staff employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. **Note:** Supervisors and other agency leaders interested in this topic are encourage to take the two-day course *Secondary Trauma: A Course for Supervisors & Managers*.

Recommended for: Child welfare line staff employed by NC County Department of Social Services agencies.

Contact Hours: 6 hours. This training can be credited toward the required 24 hours continuing education requirement.

SECONDARY TRAUMA: A COURSE FOR SUPERVISORS & MANAGERS
(300 Series)

Secondary traumatic stress (STS) is a significant concern in child welfare, due to the amount of trauma we are exposed to in our work. How does trauma impact you? Your staff? Their work with families and children? In *Secondary Trauma: A Course for Supervisors & Managers*, you will learn and practice a variety of strategies that will help you and your staff prevent and respond to secondary trauma. You will learn effective strategies for targeting STS at the worker, supervisor, and agency level, and you will develop a plan for addressing this issue in your agency. This two-day course was developed through funding from the North Carolina Division of Social Services by the Family and Children's Resource Program, part of the Jordan Institute for Families at UNC School of Social Work.

Learning Objectives: At the end of this course participants will be able to:

- Identify at least two differences between secondary traumatic stress and burnout.
- Identify four signs of secondary trauma in staff.
- Practice using an assessment tool to self-identify symptoms of secondary traumatic stress.
- Explain the connection between traumatic stress and agency outcomes.
- Identify three individual, three team, and three agency level strategies to reduce secondary trauma and promote staff resilience.
- Develop a team- or agency-level secondary traumatic stress intervention plan.
- In an activity, demonstrate how to advocate for their plan with their agency or team.

Prerequisite: None.

Open to: This course is open to child welfare supervisors, managers, administrators, and directors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. **Note:** Child welfare line staff should take the one day course *Secondary Trauma: A Course for Child Welfare Workers*.

Recommended for: Child welfare supervisors, managers, administrators, and directors in a county Department of Social Services.

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

SHARED PARENTING (300 Series)

Shared Parenting is a two day curriculum designed to be foundation training for all child welfare staff. This training explores the philosophy and rationale for practicing Shared Parenting in child welfare services. Strategies for facilitating the Shared Parenting partnerships between the agency, birth parents, and foster and adoptive parents are emphasized. Shared Parenting as a process that involves all child welfare staff is discussed. The roles that child welfare workers play in developing, encouraging, and facilitating the relationships between the agency, birth families and foster families will be explored in depth. This training will emphasize the importance of agency support of partnerships among birth families and foster (and kinship) families with a focus on Shared Parenting as an essential element of family-centered practice.

Shared Parenting is an interactive course with videos, small and large group activities, and case scenarios that will enhance the discussion of issues related to the implementation of Shared Parenting. Topics under review will include the fears that can accompany Shared Parenting, establishing and maintaining boundaries in shared parenting relationships, effective communication between members of the shared parenting team, and the impact of culture on these relationships. The course is designed to provide staff with practical strategies and information pertinent to their roles in the agency. For example, how to prepare foster parents and birth parents for the first shared parenting meeting and ways to “share parenting” in addition to face-to-face meetings will be identified. The benefits of shared parenting for children and families in the child welfare system will be highlighted.

Certified MAPP-GPS leaders and TIPS-MAPPS leaders who attend the training will also obtain a trainer’s manual which will include the activities used during this class. MAPP-GPS and TIPS-MAPP leaders will then be able to use these materials for training their foster/adoptive parents and/or other staff in their agency.

This training is based on the Shared Parenting In-service Training Series, developed by the Child Welfare Institute. The training has been revised by NC Division of Social Services staff development trainers to reflect the Six Principles of Partnership and the Multiple Response System (MRS) philosophy of child welfare practice in North Carolina.

Learning Objectives: At the end of this training the participants will be able to:

- Name 3 of the 5 questions social workers must answer when planning for the initial Shared Parenting meeting.
- Name at least three boundary concerns that, when negotiated successfully, will enhance the partnership between foster parents and birth parents.
- Name three fears each partner (foster parent, birth parent, and social worker) may have related to shared parenting.
- Explain how partnerships between foster parents and birth parents can play a role in reunification and/or developing a permanent plan for the child.

Prerequisites: *Child Welfare in North Carolina* or completion of other required pre-service training based on employment and functional responsibilities for NCDSS Child Welfare Staff. Please note that *Shared Parenting* and *Supporting Partnerships* have been merged into one training so MAPP-GPS certification is not a prerequisite for this course.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions. This course is also open to staff of private foster care/adoption agencies licensed by North Carolina and experienced foster parents who have completed MAPP-GPS trainer certification.

Recommended for: This course is recommended for Child Welfare social workers, supervisors and managers, as well as staff of private child placing agencies, **who have not taken Supporting Partnerships or Shared Parenting (which was previously for Certified MAPP-GPS leaders).**

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

FULL PARTICIPATION IN THE TWO DAYS IS REQUIRED FOR CERTIFICATION

**STAYING POWER! A SUPERVISOR'S GUIDE TO COACHING AND DEVELOPING CHILD WELFARE STAFF
(300 Series)**

Staying Power! A Supervisor's Guide to Coaching and Developing Child Welfare Staff is a two-day, classroom-based training that introduces supervisors and agency leaders to **advanced** concepts, tools, and practices that enhance staff motivation and effectiveness. Applying strengths-based supervision and coaching techniques, participants will improve their ability to retain and develop staff and to build effective teams.

Note: *Staying Power!* has been revised in 2015 from a 3-day training of the same title to a 2-day training. The purpose of the revision was to enable more supervisors and agency leaders to attend given the difficulty of being away from their agencies for three days. It also was revised to provide more focus on coaching and team development.

This course was adapted from the course entitled *Staying Power! A Supervisor's Guide to Retaining Child Welfare Staff* which was developed as part of a federally-funded child welfare recruitment and retention project. It has now been revised with funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this course participants will be able to:

- ✓ Describe
 - the impact of staff turn-over on agency outcomes.
 - two typical motivating factors for each generation of workers (baby boomers, generation x, and millennials).
 - two commonly styles of supervision (traditional approach vs. strengths-based coaching).
- ✓ Identify
 - four stages of new worker development and at least one strategy for retaining workers at each stage.
 - three strategies for addressing typical challenges related to seasoned workers.
 - five stages of team development and at least one strategy for improving team performance at each stage.
 - three examples of strengths-based coaching questions.
- ✓ Explain
 - the 6 Principles of Coaching and how coaching can facilitate worker development.
 - the three roles of strength-based supervisor (practice support, professional development, and emotional support).
- ✓ In an activity, demonstrate using a strengths-based coaching approach.

Prerequisite: None.

Open to: This course is open to child welfare supervisors, managers, administrators, and directors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: Child welfare supervisors, managers, administrators, and directors in a county Department of Social Services.

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

TECHNICAL ASSISTANCE AND LEARNING SUPPORT (TALS) (300 Series)

Technical Assistance and Learning Support (TALS) is a unique and growing component of our training program that is specifically designed to help support your in-class learning, as well as to provide additional learning opportunities and assistance in implementing Child and Family Teams. It is comprised of two separate sections: Technical Assistance and Learning Support. TALS was developed and is provided through funding from the North Carolina Division of Social Services (NC DSS) by the Center for Family and Community Engagement at North Carolina State University.

Technical Assistance

These activities are generally utilized to support your in-classroom learning.

- Facilitator Forums
- Coaching in critical areas like preparation, safety, including children, and more (by phone or in-person)
- Debriefing your meetings with an emphasis on facilitation
- Implementation assistance or guidance

Learning Support

These activities are designed to assist your agency in developing a training plan and acquainting your agency with the benefits of Child & Family Teams.

- Needs assessment planning meetings
- Presentations or mini-workshops
- Assistance in developing a training plan
- Understanding the learning system
- A cross agency, community wide, two day training event to support involvement in child and family teams is available upon request by a local DSS agency. This training utilizes a system of care approach to introduce family, agency, and community partners to the purpose and importance of child and family team meetings as well as their role in the meetings. This community training event utilizes the cross agency curriculum: Child and Family Teams from the Family's Perspective. (There is no training prerequisite required.)

This training does not replace any mandatory training requirements for child welfare workers.

Prerequisite: Completion of *Step by Step: An Introduction to Child and Family Teams* is the preferred prerequisite to access most TALS.

Open to: All employees of Department of Social Service (DSS) agencies, including those human service agencies that are in partnership with DSS, are eligible for TALS services. There is NO FEE for these uniquely tailored services!

Recommended for: County DSS agency staff who wish to receive technical assistance and support in the implementation of Child and Family Team meetings, including CFT facilitators and staff of community agencies participating in Child and Family Team meetings.

To discuss possibilities or request services: please contact Billy Poindexter, TALS Coordinator, at wtpoinde@ncsu.edu. You may also complete a request form when attending a formal Family Centered Meeting Training. Please mail completed request forms to Billy Poindexter, NCSU Campus Box 8622, Raleigh, NC 27695-8622. To complete a TALS request form online, please visit the following website: <http://cfface.chass.ncsu.edu/dss/tals.php>

PLEASE NOTE: Request for TALS services must be made directly to the TALS Coordinator or the Center for Family and Community Engagement; not through ncswLearn.org.

THE 3RD DIMENSION OF SUPERVISION: THE ROLE OF SUPERVISORS IN CFT MEETINGS
Online Course
(300 Series)

The 3rd Dimension of Supervision: The Role of Supervisors in CFT Meetings is a two-hour interactive synchronous (live) online advanced curriculum. Participants who attend this training will leave with an understanding of how to use the child and family team (CFT) meetings to enhance supervision of staff and ensure quality CFT practices. This online course was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Center for Family and Community Engagement at NC State University.

Prerequisites: None

Learning Objectives: At the end of this online course participant will be able to

- List four “Do’s” and “Don’ts” for supervisors while at a CFT meeting.
- List three tasks a worker needs to do to prepare for an effective CFT meeting.
- Describe three supervision opportunities that are available using CFT meetings.
- Outline the order of conversations to hold following a CFT meeting and the issues to be addressed in each.

Contact Hours: 2 hours. This training can be credited toward the required 24 hours continuing education requirement.

Open to: This course is open to child welfare supervisors employed by County DSS agencies who supervise social workers responsible for County DSS CFT meetings.

Recommended for: This course is recommended for child welfare supervisors who supervise social workers responsible for County DSS CFT meetings.

Computer Requirements: You will need a computer and an internet connection. A headset with a microphone and earphones is encouraged. Once logged into the session, you will have the option to call into a teleconference number in lieu of using a headset.

You will need to download and install a Blackboard Collaborate software launcher. We strongly recommend that you or your Information Technology (IT) person check your equipment, software, and connection at least a day before the live online session.

Go to <http://go.ncsu.edu/configuration> and follow the steps outlined there to prepare your computer equipment and gain familiarity with the software we use to host this interactive online session.

**TRAIN-THE-TRAINER FOR
BECOMING A THERAPEUTIC FOSTER PARENT
"On-Demand" Self-Paced Online Course
(300 Series)**

In North Carolina, agencies that supervise therapeutic foster parents must provide them with an additional 10 hours of pre-service training that covers the role of the therapeutic foster parent, safety planning, and managing behaviors. This online train-the-trainer course prepares child welfare professionals from TFC agencies to teach a course that meets this requirement.

The **Train-the-Trainer for *Becoming a Therapeutic Foster Parent*** is a six-hour, self-paced online course that introduces participants to the goals, components, and training skills required to teach *Becoming a Therapeutic Foster Parent*. This online course was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this course participants will be able to:

- Describe the goals of the five sessions of "Becoming a Therapeutic Foster Parent."
- Describe every component of the course "Becoming a Therapeutic Foster Parent."
- Describe common pitfalls of teaching "Becoming a Therapeutic Foster Parent" and how to avoid them.
- Develop a plan to teach "Becoming a Therapeutic Foster Parent" in your agency.

Course Requirements: Participants must do the following to receive a certificate of completion:

- ✓ Meet the computer requirements listed below.
- ✓ Complete the entire online course and pass a final quiz.
- ✓ Download and read the trainer workbook, participant workbook, and handouts (available through free download from ncswLearn.org), prior to taking this online course.
- ✓ Refer to your agency's copy of the DVD *Off Road Parenting* by Pacifici, Chamberlain, & White, 2002, Northwest Media, Inc.
Note: The Division, based on their DVD stock, will provide one (1) copy of the DVD for each agency. Additional copies can be purchased from Northwest Media at <http://www.sociallearning.com/catalog/items/BK711.html>.
- ✓ At the conclusion of this online course, participants will be able to print out their certificate of completion.

Computer Requirements: Computers **must** have:

- External speaker or headset for listening to the online course—to avoid disturbing others;
- Broadband Internet access;
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to your Web browser (for video and audio capability).

Prerequisite: There are no prerequisites for this training.

Note: No registration is required. Anyone with an ncswLearn.org account may access this self-paced online course via the Personalized Learning Portfolio (PLP) / Online Courses section of the website.

Required for: This course is **required** for anyone who plans to teach any portion of *Becoming a Therapeutic Foster Parent*. Those who have already trained *Becoming a Therapeutic Foster Parent* and/or attended the classroom version of this TOT do **not** need to take this online course.

Note: At the conclusion of the online course participants will be required to develop a plan for training *Becoming a Therapeutic Foster Parent*. NCDSS licensing consultants will review participant's agency's TFC training plan as part of the next regularly scheduled site visit.

Contact Hours: 6 hours. This training can be credited toward the required 24 hours continuing education requirement.

TRAUMA-INFORMED BEHAVIOR MANAGEMENT FOR CHILD WELFARE
(300 series)

Trauma-Informed Behavior Management for Child Welfare is a new 2-day curriculum focused on supporting families in developing effective behavioral management strategies. This training will cover concepts of contributing factors and functions of problematic behaviors with emphasis on the effects of trauma. Participants will discuss the roles child welfare workers play in addressing behavior with families and learn a continuum of approaches from universal to individualized. Participants will explore the importance of relationships and trust in effective behavior management with special considerations for the child welfare population. Participants will then learn a process for analyzing and understanding behavior patterns and a framework for developing specific strategies. Behaviors commonly associated with trauma will be explored, specific strategies discussed and connection made between behaviors and mental health diagnosis. Participants will practice using the strategies through scenarios and role play.

This course was developed by Family and Children's Resource Program, part of the Jordan Institute for Families at the UNC-Chapel Hill School of Social Work. The North Carolina Division of Social Services provides the funds to deliver this training to child welfare workers across the state.

Learning Objectives: At the end of this course participants will be able to

- ✓ Describe
 - the role of trauma in the development of patterns of problematic behavior.
 - how trauma reminders can trigger overwhelming emotions.
 - the various roles social workers play in helping families with behavior.
 - behaviors associated with mental health disorders related to trauma and provide a list of appropriate interventions.
 - the three layers of intervention required to meet the behavior management needs of different families
- ✓ List at least five signs of overwhelming emotions in children.
- ✓ Assess patterns of behavior using data in order to identify appropriate interventions.
- ✓ Demonstrate a process for teaching families to develop their own approach to managing child behavior.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: This course is recommended for child welfare social workers and supervisors employed in a county DSS.

Contact Hours: 12 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

**TRAUMA-INFORMED PARTNERING FOR SAFETY AND PERMANENCE: MODEL APPROACH TO PARTNERSHIPS IN PARENTING (TIPS-MAPP)
(300 SERIES)**

Trauma Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting (TIPS-MAPP) is an eight-day **train-the-trainer** curriculum designed to train child welfare staff and experienced foster and/or adoptive parents who serve in the role of trainer of foster and adoptive parent applicants. PS-MAPP is the updated version of MAPP-GPS.

As of January 1, 2014, TIPS-MAPP has been selected by the Division as the recommended pre-service training curriculum for all foster and adoptive parent applicants for several reasons:

- an increased focus on skill building related to assuring safety, well-being, concurrent planning, and timely permanence
- an increased emphasis on shared parenting
- the inclusion of updated case examples,
- the inclusion of videos that bring the experience of youth and experienced foster parents into the training content, and
- the incorporation of trauma-informed research, philosophy, language and practice throughout the curriculum content.

Learning Objectives: At the end of this course participants will be able to:

- Identify at least two tools used to assess strengths/needs of prospective foster/adoptive parents.
- List the 12 skills critical for successful foster/adoptive parenting.
Based on the Partnership Development Plan model, list the steps in conducting plan based on strengths and needs of prospective foster/adoptive parents.

The TIPS-MAPP curriculum forms the base for all foster/adoptive parents and meets the requirement of receiving 30 hours of pre-service training prior to licensure.

Prerequisite: Child Welfare in North Carolina or completion of other pre-service training required based upon date of employment and functional responsibilities for county DSS staff. There are no course prerequisites for foster and/or adoptive parents or licensed private child placing agency staff.

Contact Hours: 52 hours. This training can be credited toward the required 24 hours continuing education requirement.

Required Registration Documentation:

- Submission of an online registration via ncswlearn.org
- Completion of the "Application for Admission to TIPS-MAPP Training" (see below for details)

Open to: This course is open to staff from NC County Departments of Social Services and staff from licensed private child placing agencies that have the responsibility for training and/or assessing prospective foster/adoptive parents. This course is also open to experienced foster/adoptive parents. This course is only open to staff and experienced foster parents who will be able to complete the 8 days of training. Participation in the entire eight days of training is required for TIPS-MAPP certification.(See below for specifics of the application criteria for all staff and foster parents)

Staff from NC Departments of Social Services and Licensed Child Placing Agencies:

Child welfare social workers employed in NC County Departments of Social Services and staff from licensed private child placing agencies (or agencies nearing the completion of the licensing process with North Carolina) are eligible to apply and must register themselves online via ncswLearn.org. All participants (from both public and private agencies) must meet Social Worker II qualifications as outlined through the Office of State Personnel. (Minimum training and experience requirements for a Social Worker II position are a BSW/MSW, or a 4-year degree in a human services field plus one year directly related experience, or 4-year College or University degree plus two years of directly related experience.)

A Department of Social Services or a licensed private child placing agency may contract with a person who meets the above requirements to conduct the responsibilities of TIPS-MAPP. In this event, the local Department of Social Services or licensed child placing agency should provide the person with whom they are contracting with a letter verifying that this person is under contract and meets the staffing qualifications noted above. These individuals must register themselves online via ncswLearn.org and fax ASAP the verification letter to Staff Development Team, Registrar at 919-334-1173.

Foster and Adoptive Parents:

This course is also open to foster and adoptive parents who have a minimum of 2 years accumulated experience parenting foster or adoptive children. The foster/adoptive parent must have a firm commitment from a licensed child placing agency to co-lead TIPS-MAPP sessions. The agency contracting with an experienced foster parent who will be co-leading the TIPS-MAPP, should provide a letter verifying the foster/adoptive parents' experience and the agency's commitment to involvement of the foster/adoptive parent in the group sessions. The experienced foster/adoptive parents must register themselves online via ncswLearn.org and fax ASAP the verification letter to Staff Development Team, Registrar at 919-334-1173.

Please note that unless the foster or adoptive parent is also employed by the agency in a social work capacity and meets the Social Worker II qualifications as outlined below, he/she must be paired with an agency staff MAPP Leader who does meet these requirements and who can complete the family consultation portion of the program. Foster and adoptive parents who do not meet the Social Worker II staff qualifications will be certified to co-lead TIPS-MAPP; they will not be certified to conduct family consultations.

Recommended for: This course is required for staff that will be training TIPS-MAPP and completing the mutual home assessment process with prospective foster and adoptive families.

Participants should be advised that certification training will require approximately two hours of advanced reading and two hours of assignments each evening of the training. Books are large and heavy. You may wish to bring a tote bag or backpack in which to carry them. Please make arrangements to conduct business during lunch and breaks, as you will be asked to turn off pagers and cell phones during training.

**TRAUMA-INFORMED PARTNERING FOR SAFETY AND PERMANENCE: MODEL APPROACH TO PARTNERSHIPS IN PARENTING (TIPS-MAPP) LEADER UPDATE CERTIFICATION TRAINING
(300 SERIES)**

Trauma Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting (TIPS-MAPP) Leader Update Certification Training is a three day event for Certified MAPP-GPS Leaders. This training is designed to provide Certified MAPP-GPS Leaders an opportunity to review and discuss the similarities and differences in the format and activities when comparing MAPP-GPS and TIPS-MAPP. Critical activities in TIPS-MAPP are practiced and participants will have an opportunity to assess their strengths and needs associated with implementing the changes reflected in the content of the TIPS-MAPP curriculum. Trainer and agency considerations to assure success when transitioning from MAPP-GPS to TIPS-MAPP are identified.

Learning Objectives: At the end of this course participants will be able to:

- Name the two new guides that supplement the PS-MAPP program.
- Describe at least two of the six new case scenarios.
- Describe at least two purposes of the three new videos.
- Name at least one revision to the strengths/needs assessment tool.
- Name at least one individual MAPP trainer skills where there is a need for further development to assure successful PS-MAPP delivery.
- Name at least one individual MAPP trainer skill that is a strength associated with coordinating and delivering PS-MAPP.
- Identify two strategies for the successful transition from MAPP-GPS to PS-MAPP in their local agency.

Prerequisite: Model Approach to Partnerships in Parenting: Group Preparation and Selection (MAPP-GPS).

Open to: This course is open to Certified MAPP-GPS Leaders from NC County Departments of Social Service and licensed child placing agencies who will be providing TIPS-MAPP training for prospective foster/adoptive parents within the next 6 months. This course is also open to foster/adoptive parents who are Certified MAPP-GPS Leaders who will be co-facilitating a TIPS-MAPP training event within the next 6 months.

Required for: This course is **required** for Certified MAPP-GPS Leaders who will be training TIPS-MAPP to prospective foster/adoptive parents.

Contact hours: 18 contact hours. This training can be credited toward the required 24 hours continuing education requirement.

UNDERSTANDING AND INTERVENING IN CHILD NEGLECT Online Course (300 Series)

Neglect is the number one cause of child maltreatment fatalities. *Understanding and Intervening in Child Neglect* is a self-paced online course that will help participants understand the different types of neglect, the impact on families and children, and how to intervene. **Prerequisite:** *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities. **Contact Hours:** 6 hours. This training can be credited toward the 24 hour continuing education requirement.

Note: This curriculum was revised in 2016 in a new e-learning format and features a variety of interactive and engaging activities. This course was revised through funding from the North Carolina Division of Social Services (NC DSS) by the Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-CH School of Social Work.

Learning Objectives: At the end of this online course participants will be able to:

- Define child neglect and explain why it is important, including prevalence, short- and long-term impacts, and seriousness.
- Recognize neglect when you see it and know how to identify the four different types, respond effectively to these types, and differentiate between poverty and neglect.
- Describe at least four of the six obstacles to identifying neglect and engaging families as well as strategies for overcoming these obstacles.
- Identify the three categories of risk and protective factors related to neglect and use this information in case planning.
- Describe at least five of the seven strategies that increase chances of a successful outcome for neglectful families.

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: Child Welfare social workers and supervisors in a NC County Department of Social Services.

Course Requirements: Participants must complete the following course requirements (about 4-6 hours of online work) in order to receive a certificate of complete:

(a) **"SELF-PACED" ONLINE SESSION** – Participants will have two weeks to complete the self-paced online session, which contains interactive learning modules and videos. Participants will gain an understanding of the relationship between poverty and neglect, how to assess risk, and how to conduct a comprehensive and balanced assessment. Participants will learn a holistic approach for responding to neglect that focuses on building protective factors, strengths-based case planning, and evidenced-based practices.

(b) **ONLINE DISCUSSION FORUM** – As part of the self-paced modules, participants will be required to interact with other participants through an online discussion forum. The Discussion Forum is a place for participants to demonstrate what they learned and how they are going to use what they learned in their future practice.

(c) **KNOWLEDGE ASSESSMENT** – After completing all of the learning modules, participants must take the Knowledge Assessment. At the completion of the knowledge assessment, participants will receive their certificate of completion via e-mail.

Computer Requirements: Computers must have:

- External speaker or headset for listening to the online course—to avoid disturbing others;
- Broadband Internet access; and
- Adobe Flash Player (latest version) must be installed on your computer as a plug-in to the Web browser (for video and audio capability).

UNDERSTANDING CHILD MENTAL HEALTH ISSUES

Online Course - (300 Series)

Children involved in the child welfare system have much higher rates of mental illness than children in the general population. *Understanding Child Mental Health Issues* will help you develop a basic understanding of the mental health problems you are likely to see in your work: (1) ADHD, (2) pediatric Bipolar Disorder, (3) Oppositional-Defiant and Conduct Disorders, (4) pediatric Depression, (5) Post-Traumatic Stress Disorder, and (6) Reactive Attachment Disorder.

Newly revised in 2015, this course includes the changes in diagnostic criteria of these disorders with the DSM-V. It also includes two new illnesses that you may now encounter: 1) Disinhibited Social Engagement Disorder and 2) Disruptive Mood Dysregulation Disorder.

This online course also features updates on the causes, symptoms, prognosis, risks, treatments, and interventions for each of these childhood mental health issues.

Understanding Child Mental Health Issues was developed through funding from the North Carolina Division of Social Services (NCDSS) by the Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work.

Learning Objectives: At the end of this training participants will be able to:

- Given that the predisposition for childhood depression, bipolar disorder, conduct disorder, or attention deficit disorder is inherited, explain how environmental stressors influence the course of the illness.
- Identify three environmental stressors that worsen the severity of childhood depression, bipolar disorder, conduct disorder, post-traumatic stress disorder, reactive attachment disorder and attention deficit disorder in children.
- Describe at least four risks of not using medication as treatment for child mental illness.
- Accurately describe at least two treatment interventions for each of the child mental illnesses: childhood depression, bipolar disorder, conduct disorder, post-traumatic stress disorder, reactive attachment disorder and attention deficit disorder.
- Explain at least three implications of the frequency of comorbidity in child mental health.
- Accurately list at least three symptoms for each of the following child mental illnesses: childhood depression, bipolar disorder, conduct disorder, post-traumatic stress disorder, reactive attachment disorder and attention deficit disorder.
- Accurately list the causes of childhood depression, attention deficit disorder, bipolar disorder, conduct disorder, reactive attachment disorder and post-traumatic stress disorder.
- Describe at least four ways that having a child with the following mental illnesses: childhood depression, bipolar disorder, conduct disorder, post-traumatic stress disorder, reactive attachment disorder or attention deficit disorder might impact other members of the family and the family as a whole.
- List at least four community resources to benefit a person with mental illness and their family.
- Explain the process of "ruling out" used to assess behavioral problems in children to determine whether a child has a mental illness.
- Identify three common perceptions that society has of children with mental illness and list two ways a child welfare worker can help change those perceptions.
- Describe at least two of the three reasons why childhood maltreatment is associated with child mental illness.

Course Requirements: Participants must complete the following course requirements in this order to receive a certificate of completion:

(a) **"SELF-PACED" ONLINE SESSION:** Participants will have three weeks to complete this self-paced online session (about 8–10 hours of online work), which contains interactive learning modules to help you learn about each of these disorders.

(b) **KNOWLEDGE ASSESSMENT** – After completing all learning modules, participants must take the Knowledge Assessment in order to participate in the "Putting It into Practice Live" online session.

(c) **“PUTTING IT INTO PRACTICE” LIVE ONLINE SESSION:** This two and a half hour live online session will focus on the impact of a child’s mental illness on permanency planning. Participants will have the opportunity to ask questions and discuss best practice. At the conclusion of this live online session, participants will receive their certificate of completion via e-mail.

Computer Requirements:

COMPUTER REQUIREMENTS:

- A mic or mic/headset combo plugged into the computer to participate in the live online session of this course **is preferable**. We advise all participants that you or your Information Technology (IT) person should check your equipment prior to the live online session; to test your microphone/headset ahead of time please visit <https://jif.adobeconnect.com/mictest/> Note: enter the test room as a guest.
- Adobe Flash Player (latest version) must be installed on your computer as a Web browser plug-in (for video and audio capability).

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: Child Welfare supervisors and social workers who are employed in a county Department of Social Services.

Contact Hours: 14 hours. This training can be credited toward the required 24 hours continuing education requirement.

VISITATION MATTERS (300 SERIES)

Parent-child visits are one of our best tools for maintaining connections and reunifying families safely. Yet anyone who has ever been involved with visits knows the process can be full of twists and turns. In fact, visits are often quite difficult for everyone involved.

Visitation Matters will help you learn to manage the challenges and maximize the benefits of parent-child visits. Topics covered in this 2-day, classroom-based course include understanding and reducing trauma in visits, the impact of location and frequency on child outcomes, preparing the family for visits, shared parenting, weaving family culture into visitation, and concrete skills for facilitating successful visits. There is a strong emphasis on practicing new skills and techniques, and on incorporating what you learn into your work with families.

Visitation Matters was developed and is offered by the Family and Children's Resource Program, part of the Jordan Institute for Families at UNC-Chapel Hill School of Social Work. The North Carolina Division of Social Services provides the funds to deliver this training to child welfare workers across the state.

Learning Objectives: At the end of this course participants will be able to:

- ✓ Describe:
 - Three ways trauma, separation, and loss can impact the child and birth parent's behavior before, during, or after visits.
 - How assess a parent's protective capacities during visits.
 - The pre-teaching model and emotion coaching and why these strategies can improve visits.
- ✓ List three ways to minimize the trauma of visitation.
- ✓ Identify:
 - Three keys to successful visitation.
 - At least three of the five components of planning successful visits.
 - Two strategies to build or maintain connections between the child and the birth parents, resource parents, and siblings during visits.
 - Two benefits of shared parenting.
 - Two solutions for challenges often faced in difficult visits.

Prerequisite: *Child Welfare in North Carolina* or completion of other required pre-service training based on date of employment and functional responsibilities (for NCDSS Child Welfare Staff).

Open to: This course is open to child welfare social workers and supervisors employed in a NC County Department of Social Services (DSS) in the areas of CPS Intake, CPS Assessments, CPS Occasional On-Call, CPS In-Home Services, and Child Placement including Independent Living (LINKS), Foster Home Licensing, or Adoptions.

Recommended for: This specialized curriculum is targeted to child welfare social workers and supervisors employed in a county DSS.

Contact Hours: 12 hours. This training can be credited toward the 24 hours continuing education requirement.

Independent Living Resources, Inc.

411 Andrews Rd, Suite 140
Durham, NC 27705
(919) 384-1457 or (800) 820-0001
Fax (919) 384-0338
Debbie Cornell, Workshop Coordinator
Email: debbie.cornell@ilrinc.com
Contact Hours: 8:30am – 3:00pm

Training Registration Information

Guidelines for registration:

1. Log onto www.ncswLearn.org or contact the identified workshop coordinator to register.
2. Certificates will be distributed at the training workshop.
3. A confirmation letter with directions to the training site will be sent to the registered participant within two weeks of the training.
4. Residency workshops are limited in number of 24 participants. Participants will receive a confirmation letter or waiting list letter after the closing date for the identified seminar.
5. All questions pertaining to any workshop should be made directly to Debbie Cornell, ILR, Inc. Workshop Coordinator, 800-820-0001.
6. In the event that a participant is unable to attend the workshop, a co-worker may be sent in their absence or please call Debbie Cornell at the above number.(Monday thru Friday 8:30 am – 3:00 pm)
7. All training events are offered at no cost – free.
8. It is requested that all participants register.
9. North Carolina County Department of Social Services staff will receive first priority for the residency programs.

HELPING YOUTH REACH SELF-SUFFICIENCY
(Foster Parent Training)

Helping Youth Reach Self-sufficiency is a three-day curriculum designed to: develop a core group of foster parents who will provide continuing education and training to local foster parents on assisting foster youths to reach self-sufficiency. The seminar will be conducted over one full weekend, starting on Friday and ending on Sunday. Participants will be required to attend all three days of the seminar. Everyone attending is encouraged to stay at the hotel during the program weekend to fully experience the interactive nature of the seminar. The NC Division of Social Services will cover participant lodging expenses.

Learning Objectives: At the end of this training participants will be able to:

- Identify in a large group at least one educational and employment resource that matches the needs of their foster youths and are not previously utilized with their youths.
- Using two assessment tools (ACLSA and Strengths Needs) in pairs, identify strengths and needs of their youths that match one of the seven LINKS that can be used in case planning.
- Name and define personal values in their small group case study and through the large group Values Continuum activity that can influence decisions regularly made for foster youth.
- Name at list two appropriate supportive services in a small group activity that match the results of the assessments tools (ACLSA and Strengths Needs).
- List at least one educational, financial, medical, and legal resource for foster teens through a large group foster parent networking activity.
- Demonstrate the four process points of the PACE decision making model in sequential order through role play activities.
- Demonstrate how to model, teach, and provide practice opportunities for foster youths on daily living skills through role play activities.
- Present their plan to the seminar class for facilitating a two-hour foster parent class to be conducted post-event and reported to the group via e-mail.
- Using the "Set Up a Class" outline, write a foster parent class lasting no more than two hours and using at least one activity from the "Foster Parent Training Collection" manual.

Using the "Set Up a Class" outline, write a foster parent class lasting no more than two hours and using at least one activity from the "Foster Parent Training Collection" manual.

Prerequisite: None

Hours:

1st day (Friday) 3:00 p.m. – 8:00 p.m.

2nd day (Saturday) 9:00 a.m. – 4:00 p.m.

3rd day (Sunday) 9:00 a.m. – 1:00 p.m.

Contact Hours: 25 hours

Class size: 24 participants

Recommended for : This training is designed for foster parents who have a desire to learn more about helping foster youths reach self-sufficiency and transferring that information to other foster parents. Foster parents selected to attend the seminar should enter an agreement with their local foster parent social worker to provide training to local foster parents after completion of this seminar. It is suggested that only one participant from each county attend unless a county is supporting a training team of two foster parents.

Workshop Coordinator: Debbie Cornell (800-820-0001)

Register online: www.ncswlearn.org or call Debbie Cornell at ILR, Inc. 1-800-820-0001

LINKS 101

LINKS 101 is a three-day curriculum devoted to providing basic life skills training on principles, positive youth development, assessment, teaching skills, and developing a comprehensive program. This program is a three-day residency seminar. Participants are required to be in attendance for all three days. Participants are encouraged to stay in Burlington to facilitate their full experience of this seminar.

Learning Objectives: At the end of this training participants will be able to:

- Identify in a large group at least three educational and employment resources that match the needs of their clients and are currently not previously utilized by their agency.
- Using a case study, apply two assessment tools (ACLSA and Strengths Needs) in small groups, to identify strengths and needs that match one of the seven LINKS outcomes (as identified in LINKS policy) and write a case plan.
- Name and define personal values in their small group case study and through the large group Values Continuum activity that can influence decisions regularly made for foster youth.
- Demonstrate the four process points of the PACE decision making model in sequential order through role play activities.
- their agency LINKS allocation and policy recommendations in large group sharing, identify six of eight approved methods for spending their LINKS funding to meet the seven outcomes.
- Using the state LINKS and federal Chafee requirements, write a transitional living plan in their small groups using a similar client profile.

Prerequisite: None

Hours:

1st day 9:30 a.m. – 4:30 p.m.

2nd & 3rd day 8:30 a.m. - 4:00 p.m.

Contact Hours: 18 hours

Class size: 24 participants

Recommended for: This training is designed for all county and residential staffs that work with adolescents and have been identified as the independent living coordinator. It is most beneficial to staff who have had limited training in the area of Independent Living.

Workshop Coordinator: Debbie Cornell (800-820-0001)

Register online: www.ncswlearn.org or call Debbie Cornell at ILR, Inc.
1-800-820-0001

**REAL WORLD INSTRUCTIONAL EVENT
(BLENDED COURSE)**

Real World Instructional Event is a blended course consisting of one day classroom training and online self-paced learning modules. It is offered to foster parents, residential providers, social workers, and others interested in conducting a regional Real World Youth Event (described below):

The Real World Youth Event is a hands-on experience at making real life choices. This is a one-day youth event focusing on career and lifestyle decisions. The Real World offers youth the opportunity to make a direct connection between the career they choose and the lifestyle they desire. Youth are exposed to skills such as interviewing needed for employment, continuing education, and budgeting necessary for self-sufficiency and making critical choices. This event has been successfully offered in the Raleigh area for the last three years. It offers direct learning and practice for youth with a powerful punch.

Each participant in the **Instructional Event** will receive an email from ILR, Inc. with the URL, Username and Password to the online Real World Curriculum and Toolkit. All materials will be developed to assist staffs in coordinating a regional team of professionals interested in conducting a one-day Real World Youth Event in their community. Materials will provide reproducible worksheets, instructions, and procedures for youths and adults.

Learning Objectives: At the end of this training participants will be able to:

- Describe at least two different steps necessary to prepare the following groups involved in the Real World Youth Event: youths, adults, and community business volunteers.
- Using small groups broken into regions, practice using the timeline and outlining details to coordinate their regional Real World Planning Teams.

Prerequisite: None.

Hours: 9:30am – 3:30pm (classroom day)

Contact Hours: 12 hours. This training can be credited toward the required 24 hours continuing education requirement.

Recommended for: This blended course (classroom and online) is recommended to North Carolina foster parents, residential providers, social workers, and others interested in conducting a regional Real World Youth Event.

<p>Register online: www.ncswlearn.org or call Debbie Cornell at ILR, Inc. 1-800-820-0001</p>

North Carolina State Map

