

West Virginia



Division of Training Plan



*Bureau for Children and Families
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The West Virginia Division of Training is responsible for the oversight, coordination, and delivery of training for BCF employees, including child welfare staff and foster parents statewide. This training consists of new worker training; professional development; supervisory and management training; and coordination of training for new, potential foster and adoptive parents. Goals for training are tied into the overall goals of the organization and include making continuous quality and process improvements to the training that is being provided. In addition, training activities are continuously being evaluated to ensure the transfer of learning and long-term retention and utilization of information, knowledge, and skills learned in training. A list of courses, course length, target audience and projected numbers of staff to be trained, and course syllabi (including all university trainings) are provided within the body of this section.

New Planned Activities

Child Fatality Review

The Division of Training is developing a course on Child Fatality in an effort to help reduce the number of child fatalities in West Virginia. This course provides participants with statistical data on child fatalities in WV and identifies trends in child welfare practices; factors related to child deaths; best practice standards; working with vulnerable children; supervisory consultation; safety planning; information gathering; co-sleeping; and substance abuse related child fatalities.

Safe at Home Project

The Division of Training will develop and implement training for Safe at Home initiative that will include training on wraparound values and principles, family and youth engagement and the WV CANS.

Updates on Training Objectives

The BCF Division of Training continues to make steady progress towards meeting its training objectives outlined in the Child and Family Services Plan. Outstanding achievements include:

I. Implement and maintain training related to the Child and Family Services Review/Program Improvement Plan

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The BCF Division of Training (DOT) provides program support for the West Virginia CFSR/Program Improvement Plan (PIP) through the completion of identified tasks and training-related activities included in the PIP.

For Goal 1, The Division of Training completed the statewide training of all CPS staff and supervisors in the documentation of the Protective Capacity Family Assessment in the SACWIS System and refresher training in Protective Capacity Family Assessment.

The following two training goals are included in one narrative, since both initiatives represent new child welfare staff development.

II. Restructure Mandatory Pre-Service Training Package

III. Restructure In-Service Training to be Completed Within the New Worker's First Year

The Pre-Service Child Welfare Training, Achieving Safety, Permanency and Wellbeing for West Virginia's Children has been restructured utilizing a blended learning approach that includes on-line training, classroom training and structured transfer of learning activities. The pre-service curriculum was restructured to emphasize the acquisition of the skills and knowledge necessary to practice effective child welfare casework. The revised curriculum continues to strive to ensure workers have the required knowledge and skills necessary to provide quality service and promote safety, permanency, and wellbeing for children and families. In 2014, pre-service training was provided to 152 new child welfare workers across the state.

The pre-service training consists of two component sections: Foundations and Job Specific Training. Foundation training is the underpinning of the knowledge and skills needed by the child welfare worker. These are built upon in successive components. Portions of the content of the Foundations' component were adapted from the curricula "Charting the Course towards Permanency for Children in Pennsylvania," developed by the Pennsylvania Child Welfare Training Program, University of Pennsylvania School of Social Work. Free use of this material is permitted for training and other educational purposes by public child welfare agencies and other not-for-profit child welfare agencies that properly attribute the material.

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The second component of the New Worker Per-Service Training, Job Specific Training, provides four paths for new workers. The path the new worker follows is based on the worker's primary work assignment. This includes Child Protective Services, Youth Services, Homefinding, and Adoption. In the job specific training, the new worker is building on basic skills and knowledge introduced in the Foundations section of the training. Job specific training includes job specific procedures and policies required for the worker's position in child welfare. Systems and documentation training have been restructured to provide more individualized learning opportunities with the use of separate computer labs and desk guides to assist the worker with documentation.

Significant revisions have been made to the CPS and YS training tracks. Both are now set up to more closely follow the case work process and to be more experiential with additional classroom activities and participant involvement. This provides increased opportunity for skill building, practice, and feedback.

As part of the ongoing goal to provide effective knowledge based skill building training for all staff which promotes engagement with families and transfer of learning, the Homefinding Job specific training is being restructured to meet the current model of the pre-service training. The classroom training is being revised to provide more active learning opportunities for participants which are more skill based and experiential. Participants will be given greater opportunity to practice skills and receive feedback. Systems and documentation training will be held in computer labs and involve hands on practice.

This pre-service training for BCF child welfare staff is designed to provide participants with support and learning skills in the classroom while transferring those skills from the classroom to the job. The on-the-job training activities and skill building assignments are identified for both the new worker and the new worker's supervisor in the Transfer of Learning Notebook and the Supervisor Resource Guide, respectively. There are transfer of learning activities designed with adult learning styles in mind which are structured to assist participants in applying the knowledge and skills presented in the classroom to the field. Participants are encouraged to use the Self-Assessment tool provided to identify those skills and abilities in which they feel confident and those for which they require more training, assistance, or experience to fully develop.

New workers are encouraged to share this information with their supervisors. The Supervisor Resource Guide provided to all child welfare supervisors provides in-depth

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tools for the supervisor to use in coaching and effective utilization of skill-building assignments to promote transfer of learning.

IV. Implement Child Welfare Supervisory Training

The child welfare supervisory training developed by Colorado and available from the National Resource Center for Organizational Improvement is incorporated into BCF supervisory and management training. In total, 46 Child Welfare supervisors have completed supervisory training in FY 2014.

A multiple-level evaluation process will be incorporated to assess the efficacy of the training, including a Transfer of Learning component reflecting the restructured skills-based, pre-service child welfare training. Further, a Needs Assessment to identify topics for the professional development of tenured child welfare supervisory staff will be incorporated.

Family Functioning Supervisory Guide training will be incorporated into Child Protective Supervisory training. This training will provide CPS supervisors with the knowledge and skills to effectively consult with casework staff related to practice and decision making during the Family Functioning Assessment process. CPS supervisors will learn to help casework staff gather information; assess threats to child safety; promote proactive case consultation; delineate the fundamental supervisor responsibilities for facilitating effective casework practice and establish criteria-based supervisor consultation related to the FFA; and assure that FFA standards are achieved.

The following three training goals are included in one narrative since they represent training initiatives with the partnership with the Social Work Education Consortium.

V. Partner with the Social Work Education Consortium

VI. Restructure Professional Development Training for Child Welfare Staff

VII. Provide Comprehensive Training to Foster Parents

The partnership with the Social Work Education Consortium (SWEC) has continued to strengthen in: 1) the provision of training opportunities for new workers and tenured staff; 2) foster parent training; and 3) educationally preparing the workforce for working in public child welfare.

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- The BCF continues to utilize its partnership with the Consortium in planning and implementing a number of continuing education opportunities for tenured workers. The development of these courses has been based upon a regional needs assessment process facilitated by the DOT regional trainers with regional management staff and supervisors. Regional training staff and the Title IV-E Training Coordinator continue to meet quarterly with the participating university in the region to discuss identified training needs, make recommendations for new class development, and to schedule the classes.

The Consortium continues to offer a variety of professional development trainings developed in response to needs identified in the regions or anticipating noted trends in practice. The SWEC continues to provide three training modules for new workers as part of the in-service component of their first year of training, which includes, Substance Abuse, Legal and Advanced Ethical Issues for Child Welfare, and PRIDE for New Workers.

- The West Virginia Social Work Education Consortium (SWEC) provides 27 hours of pre-service training (referred to as a round of training) to all departmental prospective adoptive and foster parents. Utilizing the PRIDE curriculum developed by the Child Welfare League of America, SWEC works with the regional homefinders to schedule pre-service training for foster/adoptive and kinship/relative parents in each region. Locations of training are prioritized based on need, but every effort is made to ensure the rural areas of the state have access to training as well. Each region utilizes quarterly meetings with the university in that region to identify training needs, challenges and opportunities to ensure quality services are being provided to the foster/adoptive and kinship/relative parents.

Foster parents are also required to complete 12 hours of additional in-service training annually. This training is available statewide, as all schools offer in-service training to foster parents. These modules build upon the competencies of the pre-service modules. Department Homefinding staff in the regions is active partners in topic selection, frequency, and location of course offerings.

The SWEC also continues to offer foster parent training on trauma as part of the in-service training component. Additionally, foster parents are given the opportunity to attend advanced in-service sessions, which vary from year-to-year, depending upon the

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needs identified by regional Homefinding staff. Topics may include Advanced Discipline, Psychotropic Medications, Sexually Reactive Children, etc. Both in-service and advanced in-service training are offered in a group setting.

An online training calendar for both pre-service and in-service training is maintained on a website for foster parents maintained by Concord University (www.wvfact.com). The training schedules are also on the Department's website as well.

- In order to enhance the social work workforce, SWEC recruits and provides educational stipends to qualified students who plan to work in public sector child welfare. These stipends are available for both undergraduate and graduate level course work. Two of the universities have developed a special Field Instruction manual for Departmental supervisors. Modeled along the lines of the Supervisor Resource Guide, it provides structured work activities for all field placement students placed in child welfare placements.

VIII. Expand Technology-Based Training

Web-based training is a beneficial way to introduce staff to new concepts that can be reinforced in the classroom with skill-based training. The technology assistant is establishing a plan for regular, required maintenance and management of Blackboard and other online courses for the Division of Training. The courses will be maintained and managed when course alterations are received from appropriate persons that determine the requirement for updates and course renewals to optimize learning through technology-based courses. The technology assistant is scheduled to complete required training to create and maintain a website and online calendar for the Division of Training and will post approved information to that site.

IX. Develop a Multiple Level Evaluation Process for Child Welfare Training

Evaluation activities have been modestly expanded as part of **Achieving Safety, Permanency and Wellbeing for WV's Children** to assess the transfer of learning, to address long-term retention needs, and to reinforce practice skills acquired in training. Formative evaluation of the course content is ongoing.

Evaluation of transfer of learning has been delayed from what was originally anticipated, but is planned for the coming year as the Division prepares to assess trainee satisfaction and skill post-caseload acquisition (greater than six months after completion of training). The Division also plans to assess supervisor satisfaction with trainee transfer of learning and their satisfaction with the Supervisor Resource Guide.

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Child Welfare In-House Training

IN-HOUSE TRAINING Course	Setting / Venue	Duration	Provider	Days / Hours	Audience	# of Staff	Rate
ROSA Time Studies	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
Personal Safety in Health & Human Resources	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	50%
Master Data Management	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	50%
Mandated to Report- Responsibility to Prevent Child Abuse & Neglect	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
Foundations 100	Online	Short-term	BCF e-Learning	8 hours	CW Staff	180	75%
The Interviewing Process in Child Welfare	Classroom	Short-term	Staff Trainer	4 days /24 hours	CW Staff	180	75%
Interviewing Transfer of Learning	Local Office	Short-term	Supervisor	1 day	CW Staff	180	50%
Child Welfare Intake	Classroom	Short-term	Staff Trainer	1 day/6 hours	CW Staff	180	0%
Child Welfare Case Documentation	Computer Lab	Short-term	Staff Trainer	1 1/2 days/ 9 hours	CW Staff	180	50%
Child Welfare Intake Documentation	Computer Lab	Short-term	Staff Trainer	1 1/2 days/ 9 hours	CW Staff	180	0%
CW Intake Transfer of Learning	Local Office	Short-term	Supervisor	6 days	CW Staff	180	0%

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IN-HOUSE TRAINING Course	Setting / Venue	Duration	Provider	Days / Hours	Audience	# of Staff	Rate
Foundations 101	Online	Short-term	BCF e-Learning	6 hours	CW Staff	180	75%
Foundations 102	Online	Short-term	BCF e-Learning	6 hours	CW Staff	180	75%
Diligent Search-A Guide to Locating Absent Parents	Online	Short-term	BCF e-Learning	2 hours	CPS Staff	110	75%
The Comprehensive Assessment & Planning System-CAPS	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
Family Functioning Assessment (FFA)	Classroom	Short-term	Staff Trainer	4 days/2 4 hours	CPS Staff	110	0%
FFA Transfer of Learning	Local Office	Short-term	Supervisor	1 day	CPS Staff	110	0%
FFA Safety Analysis and Safety Planning	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	CPS Staff	110	0%
FFA Documentation	Computer Lab	Short-term	Staff Trainer	2 days/1 2 hours	CPS Staff	110	0%
FFA Transfer of Learning	Local Office	Short-term	Supervisor	6 days	CPS Staff	180	0%
CPS Children in Care	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	CPS Staff	110	75%
CPS Children in Care Documentation	Computer Lab	Short-term	Staff Trainer	2 days/1 2 hours	CPS Staff	110	75%
CPS Children in Care Transfer of Learning	Local Office	Short-term	Supervisor	1 day	CPS Staff	110	50%

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IN-HOUSE TRAINING Course	Setting / Venue	Duration	Provider	Days / Hours	Audience	# of Staff	Rate
CPS Court & MDT Process	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	CPS Staff	110	75%
CPS Court Documentation	Computer Lab	Short-term	Staff Trainer	2 days/1 2 hours	CPS Staff	110	0%
Introduction to the Protective Capacity Family Assessment (PCFA)	Online	Short-term	BCF e-Learning	2 hours	CPS Staff	110	75%
Protective Capacity Family Assessment (PCFA)	Classroom	Short-term	Staff Trainer	4 days/2 4 hours	CPS Staff	110	75%
Case Planning, Goal Writing, and Case Plan Evaluation	Classroom	Short-term	Staff Trainer	3 days/1 8 hours	CPS Staff	110	75%
PCFA Documentation (FACTS)	Computer Lab	Short-term	Staff Trainer	1 day/6 hours	CPS Staff	110	75%
Youth Services Case Process: Youth Behavioral Evaluation	Classroom	Short-term	Staff Trainer	4 days/2 4 hours	Youth Services Staff	60	75%
Youth Services Transfer of Learning	Local Office	Short-term	Supervisor	1 day	Youth Services Staff	60	50%
Youth Services Case Process: Behavioral Control Plan and Case Planning	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	Youth Services Staff	60	75%
Youth Services Documentation (FACTS)	Computer Lab	Short-term	Staff Trainer	2 days/1 2 hours	Youth Services Staff	60	75%

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Youth Services Casework Transfer of Learning	Local Office	Short-term	Supervisor	1 day/6 hours	Youth Services Staff	60	50%
Youth Services Children in Care	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	Youth Services Staff	60	75%
Youth Services Children in Care Documentation	Computer Lab	Short-term	Staff Trainer	2 days/1 2 hours	Youth Services Staff	60	75%
Youth Services Children in Care Transfer of Learning	Local Office	Short-term	Supervisor	1 day/6 hours	Youth Services Staff	60	50%
Youth Services Court & MDT Process	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	Youth Services Staff	60	75%
Youth Services Court Documentation	Computer Lab	Short-term	Staff Trainer	2 days/1 2 hours	Youth Services Staff	60	0%
Youth Services Casework Transfer of Learning	Local Office	Short-term	Supervisor	6 days	Youth Services Staff	60	50%
Federal Laws and Policies Impacting Adoption Placement	Classroom	Short-term	Staff Trainer	½ day/ 3 hours	Adoption Staff	10	75%
Child and Youth Assessment and Preparation	Classroom	Short-term	Staff Trainer	1 ½ days/ 9 hours	Adoption Staff	10	75%
Decision Making and Placement Selection in Adoption	Classroom	Short-term	Staff Trainer	2 days/1 2 hours	Adoption Staff	10	75%

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Title IV-E Adoption Assistance	Classroom	Short-term	Staff Trainer	2 days/12 hours	Adoption Staff	10	75%
Adoption Documentation	Computer Lab	Short-term	Staff Trainer	2 days/12 hours	Adoption Staff	10	75%
Foster Care Home-Finding Services	Classroom	Short-term	Staff Trainer	4 days/24 hours	Home-Finding Staff	40	75%
Foster Care Home-Finding Documentation	Computer Lab	Short-term	Staff Trainer	3 days/18 hours	Home-Finding Staff	40	75%
Case Aide Skills and Documentation	Computer Lab	Short-term	Staff Trainer	3 days/18 hours	Case Aides	15	50%
Meaningful Contacts	Classroom	Short-term	Staff Trainer	1 day/6 hours	CW Staff	170	75%
Title IV-E Federal Funding and Reporting	Classroom	Short-term	Staff Trainer	½ day/3 hours	CW Staff	150	75%
Impact of Domestic Violence	Classroom	Short-term	Staff Trainer & DV Advocate	1 day/6 hours	CW Staff	180	75%
Socially Necessary Services	Online	Short-term	BCF e-Learning	2 hours	CW Staff/Providers	200	75%
AFCARS	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
Automated Placement Referral	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
Uniform Child & Family Case Plan	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%

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National Youth Transitioning Database (NYTD)	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
Youth Transitioning to Adult Services	Online	Short-term	BCF e-Learning	2 hours	CW Staff	180	75%
McKinney-Vento Act	Online	Short-term	BCF e-Learning	2 hours	2 hours	180	75%
Permanency Round Tables	Classroom	Short-term	Staff Trainer	1 ½ days/9 hours	CW Staff	180	75%
Sexual Abuse Initial Assessments	Classroom	Short-term	Staff Trainer	4 days/24 hours	CPS Staff	110	0%
Working with Families Experiencing Domestic Violence	Classroom	Short-term	DV Advocate / Staff Trainer	2 days/12 hours	CW Staff	170	75%
Out-Of-Home Investigations (IIU)	Classroom	Short-term	Staff Trainer	1 day	CPS	110	0%
Family Centered Practice	Classroom	Short-term	FCP Certified Trainer	1 day/6 hours	CW Staff	180	75%
Child Fatality Reviews	Classroom	Short-term	Staff Trainer	1 day/6 hours	CPS Staff	900	0%
Adoption Subsidy Process	Online	Short-term	BCF e-Learning	1 hour	CW Staff	50	75%
Psychological Evaluation Referrals for CPS/YS Families	Online	Short-term	BCF e-Learning	2 hours	CW Staff	80	75%
Child & Family Services Review	Online	Short-term	BCF e-Learning	1 1/2 hours	CW Staff	200	75%

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<u>Supervisory Training: Putting the Pieces Together</u> Module 1: Administrative Supervision	Classroom	Short-term	Staff Trainer	3 days/18 hours	CW Supervisors	200	50%
<u>Supervisory Training: Putting the Pieces Together</u> Module 2: Educational Supervision	Classroom	Short-term	Staff Trainer	3 days/18 hours	CW Supervisors	200	50%
<u>Supervisory Training: Putting the Pieces Together</u> Module 3: Supportive Supervision	Classroom	Short-term	Staff Trainer	3 days/18 hours	CW Supervisors	200	50%
Orientation to Supervision	Online	Short-term	BCF e-Learning	1 hour	CW Supervisors	50	50%
Practical Aspects of Supervision	Classroom	Short-term	Staff Trainer	6 hours	CW Supervisors	50	50%
Transfer of Learning	Classroom	Short-term	Staff trainer	4 hours	CW Supervisors	50	50%
Competency Based Interviewing Skills	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%
Recruitment of Qualified Staff	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%
Retention of Qualified Staff	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%

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Coaching Skills for Supervisors	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%
Working in Sm Groups	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%
Persuasion: Influencing Others for Effective Change	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%
FFA Supervisory Consultation Guide	Classroom	Short-term	Staff trainer	2 days/12 hours	CW Supervisors	120	0%
Enhancing Your Nonverbal Communication Skills for Work	Classroom	Short-term	Staff trainer	3 hours	CW Supervisors	50	50%

Child Welfare In-Service and Professional Development Courses: University (SWEC) Classes

These classes are provided by the five public universities in West Virginia that have accredited social work programs through the Title IV-E University contracts. The Schools provide the match for their grants and are reimbursed directly for the expenses.

Course	Setting/ Venue	Duration	Provider	Days / Hours	Audience	Rate
Substance Abuse	Classroom	Short-term	SWEC	2 days/ 12 hours	CW Staff	75%
PRIDE for Child Welfare Workers	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Legal and Ethical	Classroom	Short-term	SWEC	1 day/6	CW Staff	75%

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Course	Setting/ Venue	Duration	Provider	Days / Hours	Audience	Rate
Issues in Child Welfare Practice				hours		
Adolescent Behavior and Development	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Confidentiality in the Age of Technology	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Ethics in Action	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Self Determination and Confidentiality in Practice	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Professionalism in Child Welfare Practice	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Testifying in Court	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Family Centered Multidisciplinary Treatment Teams	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Using Nonverbal Communication Effectively in Child Welfare Casework	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Interviewing Children with Disabilities	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Engaging Absent Fathers	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Substance Abuse: Breaking the Cycle of Addiction	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Human Growth & Development in the Social Environment	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Culturally Sensitive Practice	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Diversity in Child Welfare	Classroom	Short-term	SWEC	3 hours	CW Staff	75%

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Course	Setting/ Venue	Duration	Provider	Days / Hours	Audience	Rate
Write it Right: Casework Documentation	Classroom	Short-term	SWEC	3 hours	CW Staff	75%
Lesbian, Gay, Bisexual, Transgender Issues in Casework	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Child Welfare Trauma Toolkit	Classroom	Short-term	SWEC	2 days/ 12 hours	CW Staff	75%
Common Childhood Mental Health Disorders and Implications for Service Planning	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Trauma-Informed Child Welfare Practice	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Common Childhood Mental Health Disorders and Implications for Service Planning	Classroom	Short-term	SWEC	2 days/ 12 hours	CW Staff	75%
Dual Relationships in Child Welfare Practice	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Engaging Hostile Clients	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Working with Resistant Families	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Culturally Competent Practice with Hispanic Families	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Adult Mental Health Issues	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Childhood Mental Health Issues	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Sexually Reactive Children	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%
Preserving Connections	Classroom	Short-term	SWEC	1 day/6 hours	CW Staff	75%

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**PRIDE Foster/Adoptive Parent Pre-service Training (Level 1)
West Virginia Social Work Education Consortium (SWEC) Classes**
These classes are provided by the five public universities in West Virginia that have accredited social work programs through the Title IV-E University contracts. The Schools provide the match for their grants and are reimbursed directly for the expenses.

Course	Setting/ Venue	Duration	Provider	Days/ Hours	Audience	Rate
Orientation	Classroom	Short-term	Home finder	3 hours	Foster/ Adoptive Parents	75%
Connecting with PRIDE	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Teamwork Toward Permanence	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Meeting Developmental Needs-Attachment	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Meeting Developmental Needs-Loss	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Strengthening Family Relationships	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Meeting Developmental Needs-Discipline	Classroom	Short-term	SWEC / Home finder	3 hours	Foster/ Adoptive Parents	75%
Continuing Family Relationships	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Planning for Change	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Parents	75%
Taking PRIDE-Making an Informed Decision	Discussion Panel	Short-term	SWEC / Home finder / CW staff	3 hours	Foster/ Adoptive Parents	75%

PRIDE Foster/Adoptive Parent In service Training (Level 2)

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West Virginia Social Work Education Consortium (SWEC) Classes

These classes are also provided by the five public universities in West Virginia that have accredited social work programs through the Title IV-E University contracts. The Schools provide the match for their grants and are reimbursed directly for the expenses.

Course	Setting/ Venue	Duration	Provider	Days / Hours	Audience	Rate
Chemical Dependency	Classroom	Short-term	SWEC	3 hours	Foster/Adoptive Providers	75%
Promoting Cultural and Personal Identity	Classroom	Short-term	SWEC	3 hours	Foster/Adoptive Providers	75%
Building Effective Communication Skills	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Issues Related to Sexuality	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Promoting a positive Self Esteem	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Working with Sexually Abused Children	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Complex Behavior	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Supporting Kinship and Relative Providers	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Using Discipline to Protect, Nurture, and Meet Developmental Needs	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Supporting Relationships Between Children and Their Families	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Helping Children Develop Life books	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Preparing Your Children for Fostering or Adoption	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Dealing with Speech and Language Problems in Youth	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%

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Course	Setting/ Venue	Duration	Provider	Days / Hours	Audience	Rate
Helping Children Manage Stress	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Role of The Court	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%

**PRIDE Foster/Adoptive Parent Advanced Training (Level 3)
West Virginia Social Work Education Consortium (SWEC) Classes**

These classes are provided by the five public universities in West Virginia that have accredited social work programs through the Title IV-E University contracts. The Schools provide the match and are reimbursed directly for the expenses.

Course	Setting/ Venue	Duration	Provider	Days/ Hours	Audience	Rate
Advanced Discipline	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Psychotropic Medicines	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Parenting the Drug or Alcohol Affected Child	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Sexually Reactive Children	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
ADHD to Autism	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
De-escalation Skills	Classroom	Short-term	SWEC	3 hours	Foster/ Adoptive Providers	75%
Reactive Attachment Disorder	Classroom	Short-term	SWEC	3 hours	Foster/Adoptive Providers	75%
Caring for Children Who Have Experienced Trauma	Classroom	Short-term	SWEC	14 hours	Foster/Adoptive Providers	75%

Syllabi of Training Activities, Including New and Updated Course Descriptions

Child Welfare Pre-Service Training (Before Assuming a Caseload): All Programs

ROSA Time Studies (Online, 2 hours)

This online course provides a practical examination of procedures surrounding time studies for Child Welfare workers. Participants learn how to accurately document their time for funding purposes including Title IV-E. *Instructional Methods: Practice simulation, and self-instruction.*

Personal Safety in Health and Human Resources (Online, 2 hours)

This on-line module addresses safety in the workplace both in the field and in the office. Participants are provided with a Worker Safety Handbook available on-line which provides handy tips and instruction for addressing different situations to which they might be exposed. Worker safety is infused throughout the new worker curriculum. Topics in this module include: why people get angry, predicting violence, safety in the office, preparing for home visits, home visit safety, the importance of keeping your supervisor informed, policy and protocol in dealing with threats. *Instructional methods: Blended learning approach including online training, structured TOL activities, lecture, class room discussion, and simulation.*

Master Data Management (Online, 2 hours)

Master data management (MDM) is used by child welfare staff to ensure that DHHR has one version of data. DHHR ultimately wants one record for each person. The purpose of MDM is to adhere to the Patient Protection and Affordable Care Act; to link all DHHR data into one Golden Record, and to streamline data sharing between MIS systems, eRAPIDS, MMIS, and FACTS. Better data can lead to better customer service. *Blended learning approach including online training, structured TOL activities, lecture, class room discussion, and simulation.*

Foundations 100 (Online, 8 hours)

- ***Core Concepts of Child Welfare Practice (2 hours)***

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This module provides participants an introduction to the foundation of child welfare practice and the casework process. Topics include: the role of the child welfare professional in meeting the safety, permanency and well-being needs of WV's children; values of social work and child welfare practice; family centered practice; personal and interpersonal skills in culturally sensitive practice; and ethical decision making. The Generalist Intervention model will be introduced as the basis for the casework helping process, as well as the strength based model and solution focused approach to intervention. *Instructional methods:* *Blended learning including online training, structured TOL activities.*

- ***Applying Self Awareness to the Casework Process (2 hours)***

This course emphasizes the importance of cultural competence in child welfare practice. Topics covered include: self-awareness of beliefs and values; development of an awareness of others' beliefs and value systems; and understanding the impact of bias, prejudice, and stereotypes, using the skills of self-awareness and awareness of others in culturally sensitive practice. *Instructional methods:* *Blended learning including online training, structured TOL activities.*

- ***Identification and Assessment of Child Abuse and Neglect (2 hours)***

This module introduces new workers to the general concepts necessary to recognize abuse and neglect. Topics include: the definitions of child abuse and neglect and how to recognize abuse and neglect; characteristics of families in which abuse and neglect occur; family dynamics in abuse and neglect; characteristics of abused and neglected children; short term and long term consequences of abuse and neglect for children, families and society; and importance of self-awareness in reacting to child maltreatment and its impact on the casework relationship. *Instructional Methods:* *Blended learning including online training, structured TOL, lecture, class room discussion, simulation, and video.*

- ***Child Development (2 hours)***

This course introduces trainees to child development and developmental milestones for the purpose of assessing individual child's needs in the casework process. Topics include: early brain development; risk and protective factors; influence of genetic and environmental factors; developmental domains and milestones; and the effects of maltreatment on development. *Instructional Methods:* *Blended learning that includes online training, structured TOL, class room discussion.*

The Interviewing Process in Child Welfare (Classroom, All Child Welfare, 4 days)

The purpose of this course is to introduce new workers to the basic skills and techniques necessary to conduct an effective interview with individuals and families. With an emphasis on skill development opportunities, the course includes assisting workers to identify and carry out the steps required in preparing for an interview; instructing workers on techniques necessary for establishing rapport and giving and getting information; language techniques that promote a solution focused approach, and teaching workers how to close an interview. Additionally, trainees will learn how to deal with challenges in interviewing and how to avoid common pitfalls. *Instructional Methods: Blended learning including online training, structured TOL activities, lecture, class room discussion, practice simulation, and video.*

Interviewing Transfer of Learning (Local Office, 1 day)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development for the new worker in the local office. The supervisor provides demonstration, practice opportunities, and feedback for the field experience. In the Interviewing Transfer of Learning period, examples of assignments include: reviewing a case referral to form a list of potential interviewing questions; shadowing a tenured worker for a full day to observe interviewing techniques; interviewing a child from another worker's caseload at a foster home, shelter, or in the office; and interviewing a child from the new workers' home or neighborhood about the most important day of his or her life.

Child Welfare Intake (Classroom, 2 days)

This module introduces participants to the different types of intakes. It introduces the skills and process necessary for accepting referrals for child welfare services. The importance of engaging the referent and using different questioning techniques is explored. Participants learn the significance of gathering thorough information. Intake is presented as the first assessment in the child welfare process and its importance is stressed as an integral part of the decision making process. *Instructional Methods: Lecture class room discussion, demonstration, practice simulation, computer lab, structured TOL, and small group activities.*

Child Welfare Case Documentation (Computer lab, 1 1/2 days)

The training for this module takes place in a computer lab. This is hands on training. Participants learn the SACWIS (FACTS) database system used for documentation of child welfare information and that this is the case record. They learn how to navigate the system for the purpose of entering information and retrieving information. The importance of documentation is emphasized. *Instructional Methods: Lecture, class room discussion, demonstration and structured TOL activities. Participants practice entering case information in the FACTS Training Database.*

Child Welfare Intake Documentation (Computer lab, 1 1/2 days)

The training for this module takes place in a computer lab using the FACTS Training Database. This is hands on training. Participants learn how navigate the different screens needed to enter intake information into the system. They learn how to enter and document CPS intake information and YS intake information. The importance of thorough documentation is emphasized. *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, class room discussion, and demonstration. Participants practice entering case information in the FACTS Training Database.*

CW Intake Transfer of Learning (Local Office, All Child Welfare, 6 days)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. The supervisor provides demonstration, practice opportunities, and feedback for the field experience for the new worker in the local office. Assignments for

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the CW Intake Transfer of Learning period include: Observing intakes at Centralized Intake or the local office, identifying the types of the referrals the intake worker takes and the types of questions that are asked for the purpose of gathering information; reviewing Intake Assessments in the SACWIS system and discussing with the supervisor; conducting intake interviews.

Foundations 101 (Online, 6 hours)

• *Introduction to Assessment (2 hours)*

This module provides participants a generalist framework for gathering and analyzing information about the child and family that will promote the development of an individualized service plan and interventions directed to addressing identified needs. Topics include: psychosocial dimensions of assessment; sources of assessment information; defining problems; identifying strengths; prioritizing problems; screening for mental health; substance abuse and domestic violence issues; and assessing families. *Instructional Methods: Blended learning that includes online training, structured TOL activities, class room discussion, practice simulation, and video.*

• *Family Service Planning/Case Transfer and Closure (2 hours)*

This module introduces new workers to the knowledge and skills that are required to do effective service planning with families. Participants will learn the regulatory and legal mandates guiding development and review of the service plan; skills in engaging families in meaningful participation in the planning process; skills in developing the services plan; and evaluating progress and outcomes of the plan. *Instructional Methods: Blended learning that includes online training, structured TOL activities, class room discussion, practice simulation, and small group activities.*

• *Identifying and Accessing Community Resources (2 hours)*

This module discusses how workers can partner and interface with other agencies to meet the well-being and permanency needs of children and families. It is designed to stress the role of the community agencies in supporting the goals and activities in the family case plan and the role of the worker in coordinating those services. Topics include: informal and formal support systems; medically and socially necessary services and the role of the Administrative Service Organization; making referrals; and how to identify service and community partners to support the case plan's interventions. *Instructional Methods: Blended learning that includes online training, structured TOL activities, and class room discussion.*

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Foundations 102 (Online, 4 hours)

- **Introduction to Regulatory Guidelines and Definitions (2 hours)**

This course familiarizes the new worker with the federal and state laws which govern child welfare practice and the legal requirements and Bureau policy underpinning child welfare practice. Discussion will also include the role of the court in meeting the safety, well-being and permanency needs of children, and the roles and responsibilities of significant parties in child welfare court proceedings. The skills needed to prepare and present cases requiring court intervention will also be addressed. *Instructional Methods: Blended learning that includes online training, structured TOL activities, class room discussion, simulation, and small group activities.*

- **Permanency Planning: Beyond Reunification (2 hours)**

This module is introduced with the video, “Pathways to Permanency”, which introduces permanency from the viewpoint of a child. Federal recognized permanency options are introduced and defined. Concurrent planning is defined. The purpose and importance of concurrent planning is addressed. Topics include: an overview of adoption; legal guardianship and kinship care, considerations for making permanency decisions based on case assessments and the best interest of the child; permanency and termination of parental rights; and preparing the child and family for permanency. *Instructional Methods: Blended learning that includes online training, structured TOL activities, classroom discussion, demonstration, and small group activities.*

Diligent Search – A Guide to Locating absent Parents (Online, 2 hours)

This workshop focuses on the importance of completing a diligent search for absent parents for any child who may come into the custody of the department. Participants learn how to search the SACWIS, RAPIDS and OSCAR for information that may lead to finding an absent parent; providing legal notice; contacting DMV; reviewing prior case history. *Instructional Methods: Blended learning that includes online training, structured TOL activities, classroom discussion, demonstration, and small group activities.*

The Comprehensive Assessment and Planning System-CAPS (Online, 2 hours)

Child Welfare Pre-Service Training: Child Protective Services

Family Functioning Assessment (FFA) (Classroom, CPS, 4 days)

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This workshop focuses on interviewing techniques for engaging families in the assessment process. Participants are introduced to the philosophy of family centered practice in Child Protective Services (CPS) and the Family Systems Theory. It familiarizes the new worker with the policies and procedures of the Department of Health and Human Resources concerning the provision of Child Protective Services. Workers are taught how to use the Safety Assessment and Management System model to assess safety and plan for intervention throughout the problem-solving process, from intake to case evaluation and closure. Participants will learn how to assess reports of child abuse and neglect by using the Safety Assessment and Management System Instruments; use appropriate interviewing skills; navigate through the intake and family functioning assessment practice protocols and assess for safety. An experiential practicum concludes the training in which a worker simulates a Family Functioning Assessment interview, assesses for safety and documents their findings.

Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, class room discussion, practice simulation, video, and individual activity and reading.

FFA Transfer of Learning (Local Office, 1 day)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. Assignments for the FFA Transfer of Learning period include: shadowing a tenured CPS workers making face to face contacts; observing family engagement techniques; reviewing FFA Assessments in the SACWIS system and consulting with the supervisor.

Instructional Methods: Structured TOL activities, individual activity and reading.

FFA Safety Analysis & Safety Planning (Classroom, CPS, 2 days)

This workshop emphasizes the use of critical thinking skills and analysis in order to determine the best course of action in a case when a child is deemed to be unsafe. It defines reasonable efforts and outlines the steps to document what reasonable efforts have been made. In Home and Out of Home Safety Plans are defined as well as the types of services that can/should be included in a safety plan as well as helping the worker to identify criteria for ensuring that a safety plan is sufficient. Experiential activities such as developing safety plans conclude this training.

Instructional Methods: Blended learning that includes online training, structured TOL activities,

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lecture, class room discussion, practice simulation, video, and individual activity and reading.

FFA Documentation (Computer lab, CPS, 2 days)

This training is designed to teach new workers how to navigate and document the Family Functioning Assessment into the FACTS system. New workers will learn how to document the assessment onto the template and save it to the file cabinet in FACTS as well as complete the necessary FACTS screens. New workers will have the opportunity to document practice FFA cases into the FACTS system. *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, class room discussion, and demonstration. Participants practice entering case information in the FACTS Training Database.*

FFA Transfer of Learning (Local Office, 6 days)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. Assignments for the FFA Transfer of Learning period include: shadowing tenured CPS workers; observing family engagement techniques; reviewing FFA Assessments in the SACWIS system; secondary case worker assignments; attend MDT's; attend court hearings; documentation; making referrals for services; and supervisor consultation. *Instructional Methods: Structured TOL activities, individual activity, and reading.*

CPS Children in Care (Classroom, 2 days)

This workshop provides an overview of foster care policy as well as its application in the FACTS system. Topics include definition; legal basis for foster care; federal legislation and Supreme Court decisions; Consent Decrees; philosophical principles and goals of foster care; how children enter foster care; parental rights and responsibilities; types of care; out of state placement; emergency shelter foster family care; group care; residential placement; Title IV-E requirements; sibling placements; visitation and contacts; assessment and case review; permanency and concurrent planning; adoption; confidentiality; assessing for child well-being; termination of parental rights; discharge planning. *Instructional Methods: Lecture; small group activity; practice simulation; group discussion.*

CPS Children in Care Documentation (Classroom, 2 Days)

This workshop provides an overview of foster care policy as well as its application in the FACTS system. Topics include how to document in FACTS types of care; out of state placement; emergency shelter foster family care; group care; residential placement; Title IV-E requirements; sibling placements; visitation and contacts; assessment and case review; permanency and concurrent planning; adoption; child well-being; termination of parental rights; discharge planning. *Instructional Methods: Lecture; small group activity; practice simulation; group discussion.*

CPS Children in Care Transfer of Learning (Local Office, 1 day)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. Assignments for the Children in Care Transfer of Learning period include: shadowing tenured CPS workers; observing family engagement techniques; visiting child and youth placements; documenting Title IV-E requirements; visitation with child and parents; attend permanency/adoption hearings; assessing child well-being; attending MDT's, review Journey Placement Notebooks/Lifebooks with foster parent and child/youth. *Instructional Methods: Structured TOL activities, individual activity, and reading.*

CPS Court and MDT Process (Classroom, CPS, 4 days)

• ***The Court Process***

This workshop familiarizes the new worker with the processes and procedures related court intervention in child abuse and neglect cases. Participants will learn the roles of attorneys, judges, guardian ad litem, and CPS workers; understanding foster parents right to be heard; demonstrating professionalism in the court room; how to effectively testify in court; judicial timeframes; types of hearings; how to engage and advocate for children and families. *Instructional Methods: Lecture; small group activity; practice simulation; group discussion.*

• ***Introduction to CPS Multidisciplinary Teams (MDTs)***

This workshop provides workers with a basic understanding of the purposes and functioning of the Multidisciplinary Team (MDT), utilized for children who may be victims of abuse or neglect. Participants will learn the current statute regarding MDTs; the types of MDTs and their purposes; when the MDT must be convened; who the MDT

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members are; when, where, and how often they meet; and the MDT role in the assessment, permanency planning, and treatment planning process. *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, class room discussion, practice simulation, and video.*

- **CPS Court Documentation (Computer lab, 2 days)**

This workshop familiarizes the new worker with the processes and procedures related to filing petitions in Child Abuse and Neglect cases; accepting custody by the Department; emergency custody in imminent danger situations; rules and types of evidence; court orders; taking custody in “Imminent Danger;” preparing case plans for the court; documenting custody information, petitions, hearings, and court orders; and meeting IV-E requirements. Participants will learn the current statute regarding MDTs; the types of MDTs and their purposes; when the MDT must be convened; who the MDT members are; when, where, and how often they meet; and the MDT role in the assessment, permanency planning, and treatment planning process. *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, class room discussion, demonstration, computer-based activities, and group discussion.*

Introduction to the Protective Capacity Family Assessment (Online, 2 hours)

This course is designed to introduce new workers to the Protective Capacity Family Assessment and learn how to document the PCFA into the FACTS system. New workers will learn assessment screens as well as how to complete additional FACTS screens associated with the PCFA *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, class room discussion, and demonstration. Participants practice entering case information in the FACTS Training Database.*

Protective Capacity Family Assessment (Classroom, CPS, 4 days)

This course familiarizes the new worker with the Protective Capacities Family Assessment, including the purposes of Protective Capacities Assessment and Treatment Planning; decisions associated with protective capacities assessment and treatment; how treatment fits in the Child Protective Services process; how to conduct a family assessment and develop a treatment plan; principles of individual and family change; motivation and change with involuntary clients; client involvement in treatment planning; use of outcomes in treatment planning; decisions associated with and completion of a case evaluation and closure; reunification; and notification of providers. *Instructional Methods: Lecture, small group activity, practice simulation, group discussion, individual activity and reading.*

Case Planning, goal Writing, and Case Evaluation (Classroom, CPS, 3 days)

This workshop is designed to teach workers how to develop case plans; evaluate and measure progress in the case plan; goal development and measurement, safety evaluation and management, evaluation of caregiver motivational readiness and identification of stages of change as well as documentation of the Case Plan Evaluation. *Instructional Methods: Lecture, computer practice, individual activity and group discussion*

Protective Capacity Family Assessment Documentation (FACTS) (Computer Lab, CPS, 1 Day)

This workshop will, in conjunction with Protective Capacities Family Assessment and Treatment Planning training, provide practice experience on how to document a Protective Capacities Family Assessment and Family Case Plan in the FACTS system. *Instructional Methods: Lecture, computer practice, practice simulation and individual activity.*

Child Welfare Pre-Service Training: Youth Services

Youth Services Case Process: Youth Behavioral Evaluation (Classroom, 4 days)

This course familiarizes the new worker with procedures to use the Youth Services model of risk to assess and plan for intervention throughout the assessment and treatment planning process, from intake to case evaluation and closure. Training topics include the role and responsibilities of a Youth Service Worker; using the family

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centered practice approach in working with Youth Services cases; the Youth Behavior Evaluation; information collection; protocol for interviewing families and documenting the information. The emphasis of this training is to work with the family as a whole and not just the identified youth. *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, computer practice, small group activity, practice simulation, and group discussion.*

Youth Services Transfer of Learning (Local Office, 1 day)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. Assignments for the Youth Services Transfer of Learning period include: shadowing tenured YS workers; observing family engagement techniques; reviewing YBE Assessments in the SACWIS system; secondary case worker assignments; attend MDT's; attend court hearings; documentation; making referrals for services; and supervisor consultation. *Instructional Methods: Structured TOL activities, individual activity, and reading.*

Youth Services Case Process: Behavioral Control Plan and Case Planning (Classroom, 2 days)

This course focuses on gathering sufficient information to develop Protection Plans and Behavioral Control Plans. Participants will learn how reasonable efforts correlate with the behavior control planning and the difference between in-home and out-of-home plans. Participants will learn how to accurately document Protection Plans and Behavioral Control Plans. It assists them to understand their role in the case planning process as well as how to motivate families and youth to participate in the case planning process in order to promote change. Workers are given demonstrations of interviewing and goal writing then are given an opportunity to demonstrate writing a case plan including goal development. *Instructional Methods: Blended learning that includes online training, structured TOL activities, computer practice, small group activity, role play, practice interviewing, individual activities and group activities.*

Youth Services Documentation (FACTS) (Computer Lab, 2 days)

This course provides instruction for documenting Youth Services Intakes; client demographics; Youth Behavioral Evaluations; Behavioral Control Plans; Family Service Plans and Family Service Plan Reviews. *Instructional Methods: Blended learning that includes online training, structured TOL activities, class room discussion, demonstration, and computer-based activities.*

Youth Services Casework Transfer of Learning (Local Office, 1 day)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. Assignments for the Youth Services Transfer of Learning period include: shadowing tenured YS workers; observing family engagement techniques; reviewing Behavioral Control Plans in the SACWIS system; BCP, intake and court documentation; making referrals for services; and supervisor consultation. *Instructional Methods: Structured TOL activities, individual activity, and reading.*

Youth Services Children in Care (Classroom, 2 days)

This workshop provides an overview of foster care policy as well as its application in the FACTS system. Topics include definition; legal basis for foster care; federal legislation and Supreme Court decisions; Consent Decrees; philosophical principles and goals of foster care; how children enter foster care; parental rights and responsibilities; types of care; out of state placement; emergency shelter foster family care; group care; residential placement; Title IV-E requirements; sibling placements; visitation and contacts; assessment and case review; permanency and concurrent planning; adoption; confidentiality; assessing for child well-being; termination of parental rights; discharge planning. *Instructional Methods: Lecture; small group activity; practice simulation; group discussion.*

Youth Services Children in Care Documentation (Computer Lab, 2 days)

This workshop provides an overview of foster care policy as well as its application in the FACTS system. Topics include how to document in FACTS types of care; out of state placement; emergency shelter foster family care; group care; residential placement; Title IV-E requirements; sibling placements; visitation and contacts; assessment and case review; permanency and concurrent planning; adoption; child well-being;

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termination of parental rights; discharge planning. *Instructional Methods:* Lecture; small group activity; practice simulation; group discussion.

Youth Services Children in Care Transfer of Learning (Local office, 1 day)

Transfer of Learning periods provide the opportunity to practice skills learned in the classroom or online through structured activities that are a critical piece of learning and skill development. Assignments for the Youth Services Transfer of Learning period include: shadowing tenured YS workers during home visits and placement visits; IV-E documentation; BCP, intake and court documentation; visit youth in residential and emergency placements; document contacts; making referrals for services; and supervisor consultation. *Instructional Methods:* Structured TOL activities, individual activity, and reading.

Youth Services Court and MDT Process (Classroom, 2 days)

• ***The Youth Services Court Process***

This workshop familiarizes the new worker with the processes and procedures related court intervention in juvenile delinquent and status offense cases. Participants will learn the roles of attorneys, judges, JPO's, and YS workers; demonstrate professionalism in the court room; how to effectively testify in court; judicial timeframes; types of hearings; how to engage and advocate for youth involved in juvenile and status offence cases. *Instructional Methods:* Lecture; small group activity; practice simulation; group discussion.

• ***Youth Services Court Documentation***

This course provides comprehensive instruction on all aspects of the court process for youth undergoing certain status offense and delinquency proceedings. Participants will also learn how to prepare case plans for the court, document case plans, custody and hearing information. Requirements of IV-E and AFCARS will also be included. *Instructional Methods:* Blended learning that includes online training, structured TOL activities, and computer practice.

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- ***Introduction to Youth Services Multidisciplinary Teams (MDTs)***

This workshop provides workers with a basic understanding of the purposes and functioning of the Multidisciplinary Team (MDT), utilized for undergoing certain status offense and Juvenile delinquency proceedings. Participants will learn the current statute regarding MDTs; the types of MDTs and their purposes; when the MDT must be convened; who the MDT members are; when, where, and how often they meet; and the MDT role in the assessment, permanency planning, and treatment planning process. *Instructional Methods:* Blended learning that includes online training, structured TOL activities, lecture, class room discussion, practice simulation, and video.

Child Welfare In-Service Training (Within first year of employment, after assuming a caseload)

Federal Laws and Policies Impacting Adoption Placement (Classroom, ½ day)

This course addresses Title IV of the Civil Rights Act of 1964; Multiethnic Placement Act (MEPA) of 1994; Interethnic Adoption Provisions (IEP) of 1996; the Indian Child Welfare Act (ICWA) of 1978; the Adoption and Safe Families Act (ASFA) of 1997; and a discussion of concurrent planning in the context of the Child and Family Services review process. In addition, this module also deals with the Safe and Timely Interstate Placement of Foster Children Act; the Adam Walsh Child Protection and Safety Act; the Child and Family Services Improvement Act of 2006; the Deficit Reduction Act of 2006; and Fostering Connections to Success and Increasing Adoptions Act of 2008, as related to safe, timely placements for children in foster care and adoption. *Instructional Methods:* Lecture, group discussion, individual activity, group activity, and video.

Child and Youth Assessment and Preparation (Classroom, 1 ½ days)

This course focuses on Child Assessment and Preparation. It reviews WV policies, procedures and protocols for completing a child assessment and preparation of the child for adoption. Participants will discuss issues of transitioning children/youth from foster care; issues specific to adoption assessment and preparation of older children and youth; and issues of sibling placements. Participants will learn to employ a variety of tools and techniques to engage, assess and prepare children/youth for better placement. *Instructional Methods:* Lecture, group activity, group discussion, individual activity and video.

Decision Making and Placement Selection in Adoption (Classroom, 2 days)

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This course reviews the steps in the decision making and placement selection process in adoption. It focuses on using the child profile/study and assessment and the family home study and assessment in the decision making process. It stresses the importance of using team meetings and engaging prospective, adoptive families in assessing their ability to parent a specific child/youth. In addition, it fosters discussion in engaging the older child/youth in selecting the adoptive family. *Instructional methods: Lecture, individual activity, group discussion, group activity, and video.*

Title IV-E Adoption Assistance (Classroom, 2 days)

This course focuses on the Title IV-E Adoption Assistance Program. WV State Code, policy, procedure, and protocol for the adoption assistance program are included. This covers: the history of adoption subsidy in the United States; federal laws, policies and eligibility requirements for Title-IV-E Adoption Assistance; core components of negotiating and discussing adoption assistance; and discussion of adoption assistance with older children/youth and prospective adoptive families. *Instructional Methods: Lecture, group discussion, group activity, and video.*

Adoption Documentation (Classroom, 2 days)

This course covers the documentation process in adoption. This includes the importance of thoroughly reviewing the case record, case transfer of the state ward case to the adoption unit, documentation of placement and adoption information in the FACTS system, documenting the finalized adoption including subsidy information when appropriate, and preparing the case for transfer to the Division of Children and Adult Services after the consummation of the adoption. The adoption specialist will learn the importance of thorough documentation, completing all related adoption screens, and preparing the case record for transfer and archiving. *Instructional Methods: Computer lab, reviewing FACTS adoption screens, documenting practice case information in FACTS.*

Foster Care Home Finding Services (Classroom, 4 days)

This course prepares child welfare workers who are Home Finding Specialists to work with families who are providing substitute care for children in state custody who are in out of home care. The training covers the role of the home finder in the child welfare system, recruiting foster/adoptive parents, eligibility criteria, PRIDE training for prospective parents, the assessment process, compiling the actual home study, making

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decisions with the family regarding certification and the Family Development Plan. The importance of supporting certified foster/adopt families, retaining families and the annual recertification process is also covered in this course. In addition the training participant's review and practice documentation in the FACTS system as it relates to foster/adopt providers and placements. *Instructional Methods: Lecture, role play, practice interviewing, individual activities, group activities and video*

Foster Care Home-Finding Documentation Computer Lab, 3 days)

This workshop teaches participants to enter required documentation in the FACTS system as it relates to foster/adopt providers and placements. Participants learn application of the FACTS system; entering new provider records and maintaining current provider records; provider documentation; and IV-E documentation. Lecture; small group activity; practice simulation; group discussion. *Instructional Methods: Lecture, small group activities, practice simulation, and group discussion.*

Case Aide Skills and Documentation (Classroom, Computer Lab, 3 days)

This workshop provide knowledge and skills for case aides including: Policy/Law; Introduction to Child Welfare; Case Aides role as a paraprofessional in Child Welfare; MDT recording; boundaries in working with clients and dual relationships; Worker Safety; importance of confidentiality; and communication skills. This training will provide basic training on FACTS Navigation, confidentiality/security, proper case documentation, completing basic client demographics, contacts, MDT screens, and documenting reports. *Instructional Methods: Lecture, small group activities, practice simulation, and group discussion.*

Meaningful Contacts (Classroom, 1 day)

This course provides skills needed to conduct meaningful contacts with children and youth in out of home placements. The focus is on primary worker visits in the placement environment and provides workers with information on how to structure and conduct visits to promote placement stability, wellbeing, and permanency. It fosters critical thinking skills that help workers with contacts with foster parents and parents. It covers how to document these visits in the FACTS system for reporting purposes. *Instructional Methods: Lecture, small group activities, practice simulation, and group discussion.*

Title IV-E Federal Funding and Reporting (Classroom, ½ day)

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This course covers basics of IV-E--what IV-E is, how eligibility is determined, initial determinations, redeterminations and the FACTS IV-E documentation process. Participants will learn the importance of Title IV-E funding to provision of services in child welfare. Participants will gain knowledge of the requirements for Title IV-E and how to gather and document required IV-E information in FACTS. *Instructional Methods: Lecture, small group activities, practice simulation, and group discussion.*

The Impact of Domestic Violence (1 day)

This workshop provides a general review of the basic dynamics of domestic violence, including the cycle of violence, identifying domestic violence in families, and the effects of domestic violence on children. An emphasis is placed on developing appropriate safety plans with victims of domestic violence. This workshop also introduces participants to the domestic violence screening tool utilized by workers to help with the identification of domestic violence issues in families. *Instructional Methods: Lecture, small group activity, and group discussion.*

Socially Necessary Services (Online)

This is a required cross-training on-line workshop designed for Child Protective Services Workers and Services Providers of ASO Safety Services. The workshop addresses the roles and responsibilities of staff and providers and teaches how to collaborate effectively to develop safety plans and provide appropriate safety services to families. Participants learn how to distinguish between a protection plan and safety plan and to recognize the importance of communication and case monitoring. Participants will know what services constitute the new safety services bundle and when it is appropriate to refer the Safety Services in relation to the CPS casework process. *Instructional Methods: On-line training including case examples and simulation.*

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AFCARS (Online)

The AFCARS course will offer a brief review of the Adoption and Foster Care Analysis and Reporting System. It will provide an overview of the importance of the AFCARS report and the reasons for collecting AFCARS data. It will address the importance of timely documentation, the difference between administrative and judicial reviews, and how to deal with children in detention in FACTS. It will also serve as a review of those AFCARS elements which present particular problems in the AFCARS report.

Automated Placement Referral (Online)

The Bureau of Children and Families in partnership with placement providers developed an automated process for the placement of children requiring in-state group residential placement and in-state psychiatric residential treatment facility placement. The purpose of the automated placement referral is to streamline the process for requesting and reviewing appropriateness of these types of placements by improving communication between agencies and eliminating paperwork. This training covers the policy and case documentation (FACTS) procedures required when requesting group residential placement and psychiatric residential treatment facility placement. *Instructional Methods: On-line training and computer practice.*

Uniform Child and Family Case Plan (Online, 2 hours)

This training is designed for all staff involved in Abuse and Neglect Proceedings. The topics include how to create the new Uniform Child or Family Case Plan and ensure it includes Information required by law as well as relevant and practical treatment plans for families and children. *Instructional Methods: On-line training computer practice.*

National Youth in Transition Database (Online, 1 day)

This training will provide instruction to child welfare workers on the collection and case documentation required for federal compliance with NYTD. Child welfare workers will learn how to administer and document required youth surveys as well alternative contact methods. This training is for child welfare workers that have completed required pre-service training and are assigned child welfare cases in the NYTD population. *Instructional Methods: On-line training, (FACTS) documentation demonstration.*

Youth Transitioning to Adult Services

The purpose of the Youth Transitioning training is to cross train Child Welfare staff and Adult Services staff on identifying and transitioning those youth who need Adult Services upon turning 18. This is a policy/skills training that provides direction and best practice for working together with these youth for a smooth transition. *Instructional Methods: Lecture, small group activities, practice simulation and group discussion.*

McKinney-Vento Act (Online, 2 hours)

This course discusses federal legislation known as the McKinney-Vento Homeless Assistance Act. Participants gain an understanding and knowledge of the legislation requiring children in foster care obtain school enrollment in a timely manner. *Instructional Methods: Blended learning that includes online training, structured TOL activities, lecture, and classroom discussion.*

Professional Development (After First Year of Employment)

Permanency Roundtable Values and Skills (Classroom, 1 ½ days)

The purpose of the permanency roundtable training is for permanency roundtable team members to understand the case consultation process and their roles and responsibilities at the permanency roundtables. The skills training is experiential and will give participants the opportunity to practice the skills they will use in the permanency roundtable and to view a mock permanency roundtable. *Instructional Methods: Blended learning including on-line training, lecture, small group activities, practice simulation, and group discussion.*

Sexual Abuse Initial Assessments (Classroom, 4 days)

This training is designed for CPS workers and focuses on the responsibilities of CPS in the area of intra-family sexual abuse. Topics covered include the dynamics of intra-family sexual abuse; initial assessment in child sexual abuse; interviewing the identified child; interviewing siblings; interviewing non-sexually abusive parents; interviewing sexually abusive parents; substantiation determination; and evaluation of children's safety. It is required for all CPS workers who are or will be working with child sexual abuse allegations. *Instructional Methods: Lecture, small group activity, practice simulation, group discussion, individual activity, and reading.*

Working with Families Experiencing Domestic Violence (Domestic Violence Contract, 2 days)

This course presents a continuation of the Basic Domestic Violence course and provides a more in-depth look at the role of and procedures for domestic violence in child welfare cases, service options, and working with the court. It also explores changes and additions to Family and Circuit Court rules, statutes, and policies related to domestic violence involving child abuse and neglect; explains the difference between protective order proceedings and Chapter 49 proceedings in cases of domestic violence and the advantages and disadvantages of each. *Instructional Methods: Lecture, small group activities, practice simulation, and group discussion.*

Out-of-Home Investigations Classroom, 1 day)

This course provides the worker with hands-on instruction in the FACTS system and CPS out-of-home investigation policy. Workers learn how to document out-of-home intakes involving in home Child Care where there are allegations of maltreatment. Workers also learn the steps necessary to complete the investigation process and how to document the required information. *Instructional Methods: Lecture, computer practice, practice simulation, and group discussion.*

Family Centered Practice (Classroom, 1 day)

This workshop provides workers with an understanding of the concept of "Family Centered Practice" as it relates to Child Welfare practice, including the advantages of this approach to working with children and families and how to apply the concepts to practice. Workers engage in a variety of activities that encourage them to understand the importance of the key elements of Family Centered Practice. *Instructional Methods: Lecture, small group activity, practice simulation, and group discussion.*

Child Fatality Reviews (Classroom, 1 day)

This course provides participants with statistical data on child fatalities in WV and identifies trends in child welfare practices; factors related to child deaths; best practice standards; working with vulnerable children; supervisory consultation; safety planning; information gathering; co-sleeping; and substance abuse related child fatalities. *Instructional Methods: Lecture, small group activity, practice simulation, and group discussion.*

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Adoption Subsidy Process (Online, 1 hour)

This course provides the Adoption Worker with a guide to the determination of eligibility for the adoption subsidy, negotiation and documentation of the subsidy and final processing of the subsidy and the adoption record. *Instructional Methods: Online training, individual activity and reading.*

Psychological Evaluation Referrals for CPS/YS Families (Online, 2 hours)

This workshop will provide CW workers the skill and knowledge to identify when it is appropriate to refer CPS and Youth Services children or families for psychological evaluations, the common types of evaluation, and the information provided by CPS/YS workers that would be useful before beginning an evaluation; how to use the information in case planning and case evaluation. *Instructional Methods: Blended learning including online training, lecture, class room discussion.*

Child and Family Services Review (Online, 1 ½ hours)

This course provides participants with an understanding of the purpose and federal requirements of the Child and Family Services Reviews. Participants will gain and understanding of how the Children's Bureau utilize the review process for ensuring conformity with federal child welfare requirements; state assistance in enhancing their capacity to help children and families achieve positive outcomes; and identify strengths and areas needing improvement within their agencies and programs. *Instructional Methods: Online training, individual activity and reading.*

Supervisory Training: Putting the Pieces Together - Module 1: Administrative Supervision (Classroom, 3 days)

Administrative Supervision focuses on those areas of supervision related to the efficient and effective delivery of services. This module stresses the importance of understanding one's own management style within the context of the agency's mission and vision and administrative structure and focuses on agency goals and outcomes. Key concepts covered in this module include: management styles; the use of power; advocacy; recruitment and selection of workers; change management; transitioning from peer to supervisor; and performance management. . *Instructional Methods: Lecture, small group activity, practice simulation, and group discussion.*

Supervisory Training: Putting the Pieces Together - Module 2: Educational Supervision (Classroom, 3 days)

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Educational Supervision focuses on educating workers in order to attain more skillful performance of their tasks. Topic areas within this module are: learning styles; mentoring; orienting new employees; stages of worker development; transfer of learning; constructive feedback; coaching; and clinical supervision. Highly interactive, key learning activities are encased in engaging games that stimulate thought as well as energize the atmosphere. The module concludes with a wrap-up activity called "Supervision Land," a creative board game that reviews key learning points and allows participants the opportunity to test their new knowledge and practice their new skills.
Instructional Methods: Lecture, small group activity, practice simulation, and group discussion.

Supervisory Training: Putting the Pieces Together - Module 3: Supportive Supervision (classroom, 3 days)

Supportive Supervision focuses on supporting, nurturing, and motivating workers to attain a high level of performance. Within the supportive supervision domain, the primary goal is to improve morale and job satisfaction. Key topics include secondary trauma, conflict management, job satisfaction, and management of a team. Because child welfare work is so demanding and the stress is often high, we've integrated humor throughout the module to model the importance of maintaining a positive atmosphere, as well as to make an otherwise difficult subject more engaging. This module reflects the reality of the supervisor's position as head cheerleader, arbitrator, and counselor.
Instructional Methods: Lecture, small group activity, practice simulation, and group discussion.

Orientation to Supervision (Online, 1 hour)

This course is an introduction to basic supervisory issues and some administrative tools for effective supervision. The course will give the student a brief overview of supervisor competencies; critical policies; strategies to make the transition from caseworker to supervisor; strategies for transfer of learning supervisory roles and responsibilities; identify some legal issues for supervisors. *Instructional Methods: Online.*

Practical Aspects of Supervision (Classroom, 1 day)

This course offers the new supervisor an opportunity to participate in various activities that address basic supervisory issues. Some of the topics discussed in this course are: transitioning to a supervisory role (particularly from a worker to a supervisor); the

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responsibilities of the supervisor in hiring, performance evaluation, and documentation; danger zones for supervisors; and, how to balance supervisory concerns. *Instructional Methods: Lecture, small group activities, and group discussion.*

Transfer of Learning (Classroom, 4 hours)

This course examines ways for BCF supervisors to assess the critical learning needs of their staff to improve their overall competence. It helps supervisors to identify factors that affect transfer of learning before, during, and after formal training to the actual work environment and how to use this information to develop their workers. Activities will focus on the Child Welfare New Worker Training Plan and how on-the-job training assignments may be facilitated by the supervisor. *Instructional Methods: Lecture, small group activities, and group discussion.*

Competency Based Employment Interviewing Skills (Classroom, 3 hours)

This course will prepare supervisors to be more effective in developing and conducting both selection and exit interviews. Lessons include: preparing to interview job candidates; types of job interviews; focusing on candidate competencies; how to develop selection interview questions; making objective, measurable assessments; and conducting the exit interview with sensitivity and objectivity. Activities will focus on developing and conducting interviews for child welfare-specific high-turnover classifications (i.e., Child Protective Service Worker Trainee, Child Protective Service Worker, Youth Services Worker, Homefinding staff, and Adoption staff). *Instructional Methods: Lecture, small group activities, and group discussion.*

Recruitment of Qualified Staff (Classroom, 3 hours)

This course takes a look at some of the challenges confronting Child Welfare supervisors today; specifically, why it's difficult to attract qualified workers as well as what supervisors can do to retain good workers. This workshop also addresses various recruitment strategies for new staff. Session includes discussion of the relationship of personnel selection to staff retention. *Instructional Methods: Lecture, small group activities, and group discussion.*

Retention of Qualified Staff (Classroom, 3 hours)

Once a new employee is hired, it is critical for supervisors to understand strategies that keep staff engaged, satisfied, and motivated. This workshop addresses basic interviewing techniques; assessing and focusing on employee motivation; establishing a positive work climate; providing effective feedback; the importance and role of training in employee retention; and motivation and job satisfaction. *Instructional Methods: lecture, small group activities, and group discussion.*

Coaching Skills for Child Welfare Supervisors (Classroom, 3 hours)

Child Welfare supervisors require the requisite knowledge, skills, and attitudes to engage in an effective and continuous coaching process. The process with staff must focus on delivery of services to clients. In order to coach staff to positive performance, the supervisor must have a working knowledge of coaching skills that can be used to develop the full potential of staff. Supervisors must be able to monitor and evaluate workers' abilities to foster open communication and effective feedback with clients. *Coaching Skills for Child Welfare Supervisors* will prepare the supervisor to model and teach the attitudes, knowledge, and skills necessary for effective job performance. It will also prepare the supervisor to structure supervisory conferences with staff members to review and monitor their work. *Instructional Methods: Lecture, small group activities, and group discussion.*

Working in Small Groups (Classroom, 3 hours)

Working in a small group can be an exciting time when joint efforts are recognized and celebrated, when relationships with new people are formed, and when you can identify your contributions to making a small group effort successful. On the other hand, working in a small group can be frustrating due to the lack of cooperation that may exist among

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members, the possibility of the emergence of conflict, and the clash of personalities of group members. Regardless of the feelings you have about working and communicating in a small group, knowing about the small group communication process is beneficial. *Instructional Methods: Lecture, small group activities, and group discussion.*

Persuasion: Influencing Others for Effective Change (Classroom, 3 hours)

Child Welfare supervisors must learn how to persuade others both above and below them. Persuasion, or argument, is a constructive communication skill which can be developed or enhanced. It is important to recognize constructive and destructive argument; how to prepare and organize arguments more effectively; how to defend one's position; and manage relationships during arguments. Persuasion and arguing controversial issues can be very stimulating, challenging, and constructive. *Instructional Methods: Lecture, small group activities, and group discussion.*

FFA Supervisory Consultation Guide (Classroom, 2 days)

This workshop provides CPS supervisors with the knowledge and skills to effectively consult with casework staff related to practice and decision making during the Family Functioning Assessment process. CPS supervisors will learn to help casework staff gather information; assess threats to child safety and establish sufficient safety plans; proactive case consultation; delineate the fundamental supervisor responsibilities for facilitating effective casework practice; overseeing and regulating decision making and building staff competency; establish criteria-based supervisor consultation related to the FFA; and assure that FFA standards are achieved. *Instructional Methods: Lecture, small group activities, and group discussion.*

Enhancing Your Nonverbal Communication Skills for Work (Classroom, 1 day)

Our nonverbal behaviors have a significant impact on human communication. It is important to learn how verbal and nonverbal messages work together; why nonverbal messages are often more important than verbal ones; to identify myths about nonverbal communication; to explore the eight categories of nonverbal messages; to explore the supervisor-employee relationship from a nonverbal communication context; and to identify specific strategies that can be used to improve nonverbal communication skills. *Instructional Methods: Lecture, small group activities, and group discussion.*

Child Welfare In-Service and Professional Development Courses: University (SWEC Classes)

PRIDE Training for Child Welfare Workers (SWEC Contract, 1 day)

This training provides Child Welfare workers with an overview of the information presented in new foster parent orientation and training to ensure that workers and foster parents work together as a team. *Instructional Methods: Lecture, small group activity, and group discussion.*

Substance Abuse Issues (SWEC Contract, 2 days)

This workshop provides workers with the knowledge and skills needed to appropriately identify substance abuse as an underlying issue that can contribute to abuse and neglect. Participants review basic information about alcohol, tobacco, and other drug use and abuse, with an emphasis on how these substances impact family dynamics. Participants learn what constitutes drug and alcohol abuse; to what extent it is affecting family functioning; and how to determine if further assessment and treatment is necessary. The workshop also includes a review of DHHR policy related to identification and documentation of substance abuse issues, as well as referrals to the appropriate facilities. *Instructional Methods: Lecture, small group activity, and group discussion.*

Legal and Advanced Ethical Issues in Child Welfare Practice (SWEC Contract, 1 day)

This workshop addresses ethics within the framework of legal responsibilities and precedents the child welfare worker has to clients, the agency, and to society. Issues explored include: negligence, liability, malpractice, and standard of care. Ethical responsibilities to clients and other professionals; confidentiality and protection of case records; access to records; and dual relationships are explored in detail. Practical applications are provided to child welfare case scenarios. *Instructional Methods: Lecture, small group activity, practice simulation, video, and group discussion.*

Adolescent Behavior and Development (SWEC Contract, 3 hours)

The fine line between normal and abnormal teen behavior is not always clear. This workshop will review the physical, social, emotional and cognitive processes and milestones of normal adolescent development. Workshop content will also include a

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discussion of the risk and resiliency factors that can influence development to either side of that fine line. *Instructional Methods: Lecture presentation, group activity, case examples, and group discussion.*

Confidentiality in the Age of Technology (SWEC Contract, 3 hours)

This workshop is open to all child welfare staff and will address the ethical considerations and challenges arising from our increased usage of the Internet, social networking sites, and cell phones. *Instructional Methods: Lecture and group discussion.*

Ethics in Action (SWEC Contract, 3 hours)

This workshop will address a practical application of ethical dilemmas encountered in child welfare and is open to all child welfare staff; however those who attend must bring specific, case related ethical dilemmas to be discussed during this workshop. *Instructional Methods: Lecture, guided group discussion, and group activity.*

Self Determination and Confidentiality in Practice (SWEC Contract, 3 hours)

This workshop will explore the concepts and values of confidentiality and client self-determination. Relevant sections of the NASW Code of Ethics will be discussed, as well as their application to practice. It is designed to provide the child welfare worker an opportunity to clarify his/her personal values, so that he/she can develop a framework for ethical decision making in practice. *Instructional Methods: Lecture, group discussion, case examples, group activity, and role play.*

Professionalism in Child Welfare Practice (SWEC Contract, 3 hours)

This workshop will discuss the meaning of professionalism; identify individual pitfalls and workplace barriers; discuss our code of ethics and our responsibilities to the social work profession; and identify opportunities for individually and collectively enhancing our professionalism and identity as child welfare professionals. *Instructional Methods: Lecture, group discussion, and case examples.*

Testifying in Court (SWEC Contract, 3 hours)

This workshop provides an opportunity for workers to identify problems they have encountered in testifying for the court, and identify solutions from class discussion and the Code of Ethics. Additionally, content includes tips for testifying, how to prepare for court, and legal and judicial issues. *Instructional Methods: Lecture presentation, group discussion, and video.*

Family Centered Multidisciplinary Treatment Teams (SWEC Contract, 1 day)

This interactive workshop explores the application of the nine key elements of family centered practice to the multidisciplinary treatment team process using a strengths-based emphasis. Communication and group leadership skills are central to successful family centered multidisciplinary treatment teams. Additionally, an understanding of the perspectives and roles of the various team members is essential. The workshop will equip the participants with the knowledge and skills to facilitate family-centered multidisciplinary treatment team. *Instructional Methods: Lecture presentation, group activity, and group discussion.*

Using Non Verbal Communication Effectively (SWEC Contract, 3 hours)

Good communication is the foundation of a successful casework relationship. But we communicate with much more than words. In fact, research shows that the majority of our communication is nonverbal. This workshop will address that other aspect of communication – nonverbal communication – or body language, which includes our facial expressions, gestures, eye contact, posture, and tone of our voice. *Instructional Methods: Lecture, group discussion, case examples, group activity, and role play.*

Interviewing Children with Disabilities (SWEC Contract, 3 hours)

This workshop will introduce participants to the various disabilities they may encounter in child welfare practice; discuss disability specific characteristics and challenges relevant to the communication process; and provide disability specific suggestions and techniques in order to elicit good information during the interview. *Instructional Methods: Group activity, case examples, discussion, and lecture presentation.*

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Engaging Absent Fathers (SWEC Contract, 3 hours)

This workshop will discuss the importance of engaging fathers in child welfare services. Content includes the importance of fathers in children's lives; the current research related to father involvement; service barriers and opportunities; and how to effectively engage fathers throughout the casework process. *Instructional Methods:* Group activity, discussion, lecture, video, and group discussion.

Substance Abuse: Breaking the Cycle of Addiction (SWEC Contract, 3 hours)

This is a three hour workshop designed to challenge and clarify the child worker's values and beliefs about substance abuse and addiction; examine the change process and discuss options for skill application at each level; and provide a brief overview of common types of treatment resources. Additionally, the workshop will discuss the impact of addiction on families and on parenting, and the nexus between addiction and child protection. This is an intermediate workshop on substance abuse, and assumes the worker has had previous basic training on substance abuse. *Instructional Methods:* group activity, case examples, discussion, lecture presentation, video, and/or panel of women in recovery.

Human Growth and Development in the Social Environment (SWEC Contract, 1 day)

This course provides an overview of systems theory and the importance of the ecological perspective in assessment and planning interventions with families. Concepts of human growth and development are discussed. *Instructional methods:* Lecture, small group activities, video, and group discussion.

Culturally Sensitive Practice (SWEC Contract, 1 day)

This course provides the worker with an understanding of the importance of cultural aspects and cultural complexities in the provision of Child Welfare Services, including the role that negative attitudes and stereotypes can have on services to clients. The course also covers aspects of special populations including persons with disabilities. *Instructional Methods:* Lecture, small group activities, and group discussion.

Diversity in Child Welfare (SWEC Contract, 3 hours)

This course provides the worker with an understanding of diversity, including prevalence and the role that prejudice and stereotypes can have on services to clients. The course also examines diversity in the child welfare system, including disproportionate representation in out of home care, relationship between poverty and race and impact on child welfare outcomes. *Instructional Methods: Lecture and group discussion.*

Write it Right: Casework Documentation (SWEC Contract, 3 hours)

This workshop is designed to assist workers in recognizing what's critical to include in the case record, and how to recognize and describe behavioral and factual information relevant to the intervention.

Lesbian, Gay, Bisexual, Transgender Issues in Casework (SWEC Contract, 1 day)

This introductory training will address the knowledge and skills needed to provide culturally competent services to LGBT (lesbian, gay, bisexual and transgender) parents, adoptive and foster parents, or youth. Moreover, the training will introduce child welfare professionals to accurate and up-to-date information about LGBT individuals. Participants will begin to gain a basic competency of the full range of issues relating to sexual orientation and gender identity. *Instructional Methods: Lecture, group discussion, and group activity.*

Child Welfare Trauma Training Toolkit (SWEC Contract, 2 days)

This two day training, developed by the National Child Traumatic Stress Network is designed to teach basic knowledge, skills and values about working with children in the child welfare system that have experienced traumatic stress. It also teaches how to use this knowledge to support children's safety, permanency and wellbeing through case analysis and corresponding interventions tailored for them and their biological and resource families. Participants will be introduced to the essential elements of trauma informed child welfare practice; the basic components of traumatic stress and the impact of trauma on children's behavior, development and relationships; assessing the child; and providing support to the child, family and caregivers *Instructional Methods: Lecture, group discussion, group activity, and case examples.*

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Trauma Informed Child Welfare Practice (SWEC Contract, 1 day)

This workshop, modeled after the National Child Traumatic Stress Network's Child Welfare Training Toolkit, will provide information on the impact of trauma on the development and behavior of children, define symptoms of traumatic stress, and discuss case plan strategies to support children in the child welfare framework of service. *Instructional Methods: Lecture presentation, video, group activity, and group discussion.*

Common Childhood Mental Health Disorders and Implications for Service Planning (SWEC Contract, 2 days)

This workshop explores common emotional and behavioral disorders commonly encountered in child welfare, and what a child welfare professional should expect to see in treatment plans from the professionals he/she refers his/her clients to. Methods of presentation: lecture, group discussion.

Dual Relationships in Child Welfare Practice (SWEC Contract, 1 day)

This workshop will explore the complexity of dual relationships, particularly as it relates to child welfare practice in rural areas. Relevant sections of the NASW Code of Ethics will be discussed, as well as their application to practice. *Instructional Methods: Lecture, group discussion, case examples, and group activity.*

Engaging Hostile Clients (SWEC Contract, 1 day)

Often the nature of child welfare brings us clients who are angry, defensive and hostile to service. This workshop will address techniques and skills to build a trusting relationship; how to engage the family in change with strengths based service planning and a solution focused approach; and how to diffuse and de-escalate angry individuals. *Instructional Methods: Lecture, group activity, and group discussion.*

Working with Resistant Families (SWEC Contract, 1 day)

This course explores strategies for developing casework relationships with families who are reluctant participants in change. Discussion will include reasons behind reluctant participation in service, barriers, and skills and techniques which empower families and engage them in the change process. *Instructional Methods: Lecture, group discussion, case examples, and group activity.*

Culturally Competent Practice with Hispanic Families (SWEC Contract, 1 day)

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This workshop will reinforce concepts of culture and provide participants the knowledge and skills necessary for effectively engaging Hispanic families in services. *Instructional Methods: Lecture, group discussion, case examples, and group activity.*

Adult Mental Health Issues (SWEC Contract, 1 day)

This workshop is designed to introduce the child welfare worker to adult mental health disorders they may encounter in parents, how to refer families for assessment and treatment, and services available to assist the child welfare worker in developing appropriate interventions. *Instructional Methods: Lecture, group discussion, case examples, and group activity.*

Childhood Mental Health Issues (SWEC Contract, 1 day)

This workshop is designed to introduce the child welfare worker to children's mental health disorders; how to refer families for assessment and treatment; how to utilize psychological evaluations in service planning; and services available to assist the child welfare worker in developing appropriate interventions. *Instructional Methods: Lecture, group discussion, case examples, and group activity.*

Sexually Reactive Children (SWEC Contract, 1 day)

This workshop will enable participants to identify signs and symptoms of children who display inappropriate sexual behaviors indicative of previous abuse and appropriate service interventions that should be included in the service plan to address the child's needs. *Instructional Methods: Lecture, group discussion, case examples, and group activity.*

Preserving Connections (SWEC Contract, 1 day)

This course introduces participants to issues related to separation and loss that they will encounter in the course of practice. Participants learn techniques to support and encourage the parent-child relationship; why it is important to preserve a child's connections to family, community, culture, faith, and friends; and how this can be accomplished. *Instructional Methods: Lecture, small group activity, and group discussion.*

**PRIDE Foster/Adoptive Parent Pre-Service Training (Level 1)
West Virginia Social Work Education Consortium (SWEC) Classes**

PRIDE FOSTER/ADOPTIVE PARENT TRAINING

Level I: Pre-service

The PRIDE pre-service training consists of nine modules (27 hours of classes) required by all potential foster/adoptive providers. Each module is three hours in duration. The modules are as follows: *Connecting with PRIDE; Teamwork toward Permanence; Meeting Developmental Needs-Attachment; Meeting Developmental Needs-Loss; Strengthening Family Relationships; Meeting Developmental Needs-Discipline; Continuing Family Relationships, Planning for Change; and Taking PRIDE-Making an Informed Decision.* A DHHR three hour Orientation session is conducted before the PRIDE pre-service begins. The PRIDE model has identified five essential competencies which foster parents will gain during the pre-service training. Competency categories include: protecting and nurturing children; meeting children's developmental needs and addressing developmental delays; supporting relationships between children and their families; connecting children to safe, nurturing relationships intended to last a lifetime; and, working as a member of a professional team. *Instructional Methods: Lecture, video, small group activity, practice simulation, and group discussion.*

LEVEL II: INSERVICE FOSTER/ADOPTIVE TRAINING

Chemical Dependency

This three hour in-service module provides foster/adoptive parents with knowledge in working with children exposed to chemical use, abuse, and dependency. Participants will learn the risk factors of its use and effects on children and families as well as how to strengthen protective factors to prevent chemical dependency in children. They will be able to understand the dynamic process of chemical dependency, relapse, and recovery. *Instructional Methods: Lecture, small group activities, and group discussion.*

Promoting Cultural and Personal Identity

This three hour in-service module is designed to provide foster/adoptive parents with knowledge on the use of community resources to promote a child's positive social relationships. They will also learn how to promote a child's positive sense of identity,

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cultural norms, and values. *Instructional Methods: Lecture, small group activities, and group discussion.*

Building Effective Communication Skills

This three hour in-service module teaches foster/adoptive parents the general components of the communication process, the identification of non-verbal communication patterns, and barriers to effective communication. This module also increases self-awareness of personal communicative behaviors, improves active listening skills, and compares benefits of one-way and two-way communication. *Instructional Methods: Lecture, small group activities, and group discussion.*

Issues Related to Sexuality

This three hour in-service module familiarizes foster/adoptive parents with stages of sexual development. Areas of concentration include recognition of symptomatic/problematic sexual development as well as appropriate response to problematic sexual development. *Instructional Methods: Lecture, small group activities, and group discussion.*

Promoting a Positive Self-esteem

This three hour in-service module provides foster/adoptive parents with knowledge in regards to self-esteem. They will understand factors affecting self-esteem and how to assess self-esteem, and the importance of creating necessary conditions for positive self-esteem. In addition, they will learn how to help children to identify and build on strengths, to develop social relationships, and how to create a supportive, accepting environment. *Instructional Methods: Lecture, small group activities, and group discussion.*

Working with Sexually Abused Children

This three hour in-service module teaches foster/adoptive parents the signs and symptoms of sexual abuse in children. They will also learn how sexual abuse affects growth and development and the use of appropriate interventions when working with sexually abused children. *Instructional Methods: Lecture, small group activities, and group discussion.*

Complex Behavior

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This three hour in-service module provides a review on DSM-IV behaviors. Foster/adoptive providers will be able to identify their beliefs about certain behaviors and understand the role of culture in defining what behavior is complex. In addition, they review development as an aspect of behavior, understand theoretical approaches that define behavior as complex, and learn the ABCs of behavior. *Instructional Methods: Lecture, small group activities, and group discussion.*

Supporting Kinship Care and Relative Providers

This three hour in-service module is designed to provide kinship care providers additional information and skills unique to kinship care. The workshop will address goals and benefits of relative care, as well as challenges, how to manage relationships, and supports and services available to kinship care providers. *Instructional Methods: Lecture, video, small group activities, and group discussion.*

Using Discipline to Protect, Nurture and Meet Developmental Needs

This three hour in-service module provides foster/adoptive parents with skills on the use of appropriate discipline. They will learn to use discipline to promote positive behavior and techniques to promote self-responsibility. They will also be educated on using discipline techniques to respond to unacceptable behavior. *Instructional Methods: Lecture, small group activities, and group discussion.*

Supporting Relationships between Children and Their Families

This three hour in-service module educates foster/adoptive parents on the importance of respecting and supporting the child's connections to birth family and previous foster families. They will be able to recognize the spiritual, cultural, social and economic similarities and differences between birth family and one's own family. This module will also reinforce respecting and supporting connections to siblings. *Instructional Methods: Lecture, small group activities, and group discussion.*

Helping Children Develop Life Books

This training session addresses the importance of foster/adoptive parents in life books in ensuring the child's connections, memories are maintained and in developing the

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child's sense of self. Instructions and resources will be provided. *Instructional Methods: Lecture, demonstration, individual activities, and handouts.*

Preparing Your Child for Fostering or Adoption

This training explores how to prepare your biological children for the addition of new siblings, and how to manage a smooth transition through frank and clear communication and discussion of impacts and expectations. *Instructional Methods: Lecture, demonstration, individual activities and handouts.*

LEVEL III: ADVANCED FOSTER/ADOPTIVE TRAINING

The advanced foster/adoptive modules provide on-going professional development for foster/adoptive parents which may vary from year to year. Topics are identified based upon needs assessed by the Home finding Specialist in each region. These topics may include Advanced Discipline; Psychotropic Medicines; Parenting the Drug or Alcohol Affected Child; Sexually Reactive Children; ADHD to Autism; De-escalation Skills; and Reactive Attachment Disorder. Each module builds on core competencies to provide foster/adoptive parents with resources and tools to respond effectively to complex situations or issues related to caring for children with particular conditions or life experiences. *Instructional Methods: Lecture, video, small group activity, practice simulation, and group discussion.*

Caring for Children Who Have Experienced Trauma:

A Workshop for Resource Parents

This two day workshop was developed by the National Child Traumatic Stress Network and is designed to educate resource parents and relative care givers about the impact of trauma on the development and behavior of children in foster care and to provide parents with the necessary knowledge and skills necessary to respond appropriately to the behavioral and emotional challenges of traumatized children. *Instructional Methods: Lecture, video, small group activity, practice simulation, and group discussion.*