

# DCF Academy for Workforce Development Winter Catalog

January 2019 - March 2019



**ACADEMY  
for  
Workforce  
Development**  
*Learning is the Key to Leading*

Courses offered by:  
DCF Academy for Workforce Development Trainers and Adjunct Staff

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## General Information

### Registration for DCF Employees

To register for a course, DCF employees should click the “Click here to register” area of each course description; and register electronically via our learning management system (LMS), SABA. Supervisory approval is not required as part of the electronic self-registration process, however, communication with and approval from your supervisor is necessary prior to attending any course. It is recommended the catalog be used as a tool to discuss professional development during supervision. Automatically-generated confirmation emails will be sent upon successful registration, as well as reminder emails in advance of the course. In the event a course is full, you will not be able to register.

### Priority Seating

In the event a course is full, the DCF Academy reserves the right to prioritize seating for DCF staff whose job responsibilities are most closely related to the course topic.

### Attendance / Tardiness

If you are accepted into a class, it is expected that you will attend all sessions. You must notify your supervisor if you are not able to attend a session. Supervisors should contact the Academy to let us know you will be absent by 9:00a.m. Attendance is taken twice during the class. Inconsistencies in attendance are reported to the appropriate supervisors.

Unless otherwise indicated, classes start at 9:00am. Please plan on arriving by 8:45am. Late arriving participants are a distraction to the educational process. Accordingly, the Academy has established a tardiness policy. If a participant arrives to class 15 minutes after the class has started, it will be up to the discretion of the Trainer to permit a participant into the class. This also applies to participants returning from lunch. Your supervisor will be notified for follow up via email. Please note that for some courses no tardiness or missed class time is allowed. Please refer to the specific Course Descriptions for details. For additional information regarding attendance or tardiness please review the [practice guide](#).

### Use of Cellular Phones

The use of cellular phones is not permitted during class. Incoming telephone calls should be limited to emergencies.

### Certificate Requirements

To earn a certificate of completion, 100% participation is required for multi-session trainings. Certificates will be emailed to you within 45 days after the training is complete. Employees who are consistently late or leave at any point before the class ends will not be given a certificate.

### Continuing Education Units (CEU)

Continuing Education Units (CEU) are granted for some of the pre-service and in-service trainings. In order to obtain CEU's each employee or provider must indicate on the attendance sheet that they are interested in the CEU hours. Certificates will be emailed to you within 45 days after the training is complete.

## Parking

*DCF Academy – Central Office, Hartford Location:* All persons attending training at the DCF Academy in Hartford must park in the **Cedar Street Parking Lot** located on the corner of Park and Cedar Streets. **The Cedar Street Parking Pass must be displayed in your vehicle or you may be subject to tow.**

[Please click here to access the Cedar Street Parking Pass and to see a visual picture of the Lot location.](#)

For DCF Employees your State ID must be worn at all times in Central Office and you enter through the front of the building. No access will be given through the back door.

*DCF Academy – SOTA, New Haven Location:* All persons attending training at the DCF Academy in New Haven (SOTA) must park in the main parking lot.

## Entrance to the Building

All persons entering the building must present a photo ID to the Security Guard.

## Disability Accommodations

If you need ADA Accommodations please notify the Human Resources Division in writing. The Human Resources Division must have at least a 24-hour notice.

## Inclement Weather

In the event of inclement weather please call the DCF Academy Weather Line at 860-560-5055 or watch Channel 3 WFSB news to find out the status of a scheduled training. The CT Department of Emergency Management and Homeland Security website also has information about [late openings and early closings](#).

*\*\*\*Reminder: In the event of a DCF Academy for Workforce Development cancellation, staff must report to their office, unless the state has been closed by the Governor. If you reside out of the state and cannot receive these TV stations, please make provisions to contact your supervisor\*\*\**



## IN-SERVICE COURSES

### BASIC FIRST AID

**DATE(S):** 1/16/19, 1/30/19, 2/6/19, 2/28/19, 3/19/19, 3/28/19

**TIME:** 9:00 AM – 4:00 PM

**TRAINER(S):** Paula D'Aquila

**LOCATION:** Central Office - Training Room 7

**CEU's:** N/A

The purpose of this class is to provide any non-medically trained individual with basic First Aid skills to recognize, assess and prioritize the need for aid. Participants will learn to recognize an emergency, ensure personal safety is maintained when deciding to help. Participants will understand the concept of SETUP. (Stop, Environment, Traffic, Unknown hazards and Personal safety)

[Click here to register](#)

### CASE PLANNING: BOOSTING YOUR UNDERSTANDING OF THE PRACTICE

**DATE(S):** 1/22/19

**TIME:** 9:00 AM – 4:00 PM

**TRAINER(S):** Jennifer Rondini,

**LOCATION:** Central Office - Training Room 4

**CEU's:** Pending

The goal of this one-day refresher course is to strengthen participant's skills in case planning practice, documentation, and development of the case plan document for families and children in placement. Participants will explore their role as social workers or supervisors in completing and/or reviewing case planning work including the alignment of case work, documentation, supervision, and case plans. Participants will be able to describe and identify the elements of the family and child in placement case plans, including consideration of cultural factors, assessment domains, summary assessment, and action plans. Participants will be able to articulate the importance of securing and including family feedback and the child's perspective in the development and documentation of the case plan and ongoing assessment for both a family plan and child in placement plan, and develop an action plan related to an identified participant need for a parent, and child in placement, based on a case scenario.

[Click here to register](#)

### CPR/AED CERTIFICATION (AMERICAN SAFETY AND HEALTH INSTITUTE)

**DATE(S):** 1/8/19, 1/15/19, 1/22/19, 2/14/19, 2/21/19, 3/12/19, 3/26/19

**TIME:** 9:00 AM - 4:00 PM

**TRAINER:** Paula D'Aquila

**LOCATION:** Central Office – Training Room 7

**CEU'S:** N/A

The purpose of this class is to provide any non- medical individual with the necessary skills to recognize an emergency, perform chest compressions, apply the automated external defibrillation machine, ensure an open airway, provides assistance to a choking individual and the proper utilization of personal protective equipment.

[Click here to register](#)

## **DCF 101: AN INTRODUCTION TO AN ENHANCED CHILD PROTECTION AGENCY IN CONNECTICUT**

**DATE(S):** 3/29/19  
**TIME:** 9:00 AM – 11:00 AM or 2:00 PM - 4:00 PM  
**TRAINER:** Elizabeth Stokes, Ed Eckert  
**LOCATION:** Southern Academy (SOTA) Room 1  
**CEU'S:** PENDING

The DCF 101 training will describe the advances within the Department of Children and Families to maintain the safety, permanency, and well-being of the children and families the Department serves. This training provides an overview of current child welfare best practice social work case practice. The child welfare practices presented in this training include development, interpersonal relationships, and environmental stress and their specific impact on the safety and well-being of children and parental functioning. The information provided will include an overview of DCF's current child welfare practice model. Structured Decision Making, Considered Removal Teaming, Fatherhood Engagement, and other key approaches to working with families involved in the child welfare system.

[Click here to register](#)

## **ENGAGING THE GENERATIONS WITHIN OUR WORKFORCE**

**DATE:** 1/25/19, 2/22/19  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Paula J. D'Aquila, Jennifer Rondini-Zayas  
**LOCATION:** Central Office – Training Room 4  
**CEU'S:** 6

This one day course will offer insights into productively engaging Millennials in the workplace, legitimize their contributions and offer concrete strategies to manage and foster inclusion within your departments and develop successful outcomes for all. Participants will leave the training with a better understanding of how to achieve stronger performance outcomes from the millennial workforce and build job satisfaction.

[Click here to register](#)

## **GAMBLING AWARENESS 101**

**DATE(S):** 2/7/19 (COTA), 3/7/19 (SOTA)  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER:** Fred Fetta, DMHAS,  
**LOCATION:** Central Office (COTA) – Training Room 7 or Southern Academy (SOTA) Room 1  
**CEU'S:** PENDING

The normative and pervasive nature of gambling behaviors in the United States can desensitize us to the problems that can occur when a person's view of gambling shifts from entertainment to fixation. Recently reassigned in the DSM 5 from an impulse control disorder to a behavioral addiction, disordered and problem gambling affects 2-5% of adults and twice as many young people. Confounding the issues of problem identification, referral, and treatment is a lack of awareness on the part of service providers, clients, family members and the general public that, for some people, gambling can become an addiction even more devastating than alcohol or other drugs. As state governments turn more to legalized gambling as a source of revenue, studies indicate that vulnerable populations: the poor, disenfranchised, and people in recovery from mental health and substance use disorders, are disproportionately impacted in harmful ways. This training will address the social and environmental factors which influence gambling; gender and race considerations; and how our biology creates conditions conducive to the pursuit of risk and reward. Training will include lecture, large and small group discussion, activities and media.

[Click here to register](#)

## INTAKE BOOSTER TRAINING

*DATE(S):* 2/26/19  
*TIME:* 9:00 AM – 4:00 PM  
*TRAINER(S):* Ed Eckert, Dyshawn Thames  
*LOCATION:* Central Office – Training Room 5/6  
*CEU's:* N/A

This training is provided as a booster training for current Intake Staff. The training will increase the knowledge base for Intake staff with respect to cornerstone elements of our Investigation/FAR practice. The definitions of Safety, Risk, Engagement, Assessment, Commencement, and Completion will be expired. Purposeful visitation, meeting with children alone, documentation elements, and barriers for engagement with children and Families will be at the forefront of the discussion. The training will increase the knowledge base of staff regarding the importance of using critical thinking skills during the Investigation/FAR process. Having an open mind and avoiding Confirmation Bias with respect to assessments and practice will be discussed. **The completion of the “Differential Response System Training Series” is a pre-requisite.**

[Click here to register](#)

## MAKING THE MOST OF YOUR TIME: EFFECTIVE TIME MANAGEMENT AND ORGANIZATIONAL TOOLS TRAINING

*DATE(S):* 1/15/19 , 2/1/19  
*TIME:* 9:00 AM – 4:00 PM  
*TRAINER(S):* Jennifer Uttley-Rosado, Aissa Deloatch-Williams  
*LOCATION:* Central Office – Training Room 4  
*CEU's:* 6

Are you feeling anxious about the amount of work you have to accomplish? Do you feel that you start to lose track of the work you need to get done? Are you struggling to identify where to start on the backlog of your work? Do you want to feel more in control and confident in your ability to get work done on time? If you answered yes to any of these questions, then this is the course for you! Participants will learn techniques to maximize the use of their time in order to accomplish critical work tasks, on time. Participants will learn concrete tools to increase the effective use of the time. Focus will be placed on improving the ability to manage distractions, working with personal biorhythms, and utilizing tracking and prioritizing systems. The course will include an overview of Outlook functions to organize time, create tasks, and set reminders.

[Click here to register](#)

## MENTAL HEALTH FIRST AID

DATE(S): 2/28/19 & 3/1/19  
TIME: 9:00 AM – 4:00 PM & 9:00-12:00  
TRAINER(S): Cathy Sisco, Heather Clinger, Wheeler Clinic  
LOCATION: Central Office – Training Room 7  
CEU'S: N/A

**\*\*It is required you attend both dates to receive certification and you will automatically be enrolled in Day 2\*\***

Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. It provides a basic understanding of what different mental illnesses and addictions are, how they can affect a person's daily life, and what helps individuals experiencing these challenges get well. The course helps participants identify, understand, and respond to signs of addictions and mental illnesses. Mental Health First Aid teaches about *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well. The course trains participants to help people who may be experiencing a mental health problem or crisis, and participants that successfully complete the training receive a three year certification as a "Mental Health First Aider."

[Click here to register](#)

## ORIENTATION TO RECOVERY MANAGEMENT CHECKUPS AND SUPPORT (RMCS)

DATE(S): 1/9/19 (COTA), 3/27/19 (Milford Area Office)  
TIME: 9:00 AM – 10:30 AM, 11:30 AM – 1:00 PM or 2:00 PM– 3:30 PM  
TRAINER(S): Lora Passetti, MS, Chestnut Health Systems  
LOCATION: Central Office – Training Room 5/6 & Milford Area Office  
CEU'S: N/A

This session will introduce DCF staff to the Recovery Management Checkups and Support (RMCS) model. The audience will learn about the purpose of RMCS, how it is implemented, and how RMCS staff are trained and monitored.

[Click here to register](#)

## OVERVIEW OF MULTIDIMENSIONAL FAMILY RECOVERY (MDFR)

DATE(S): 1/16/19 (COTA), 2/5/19 (Milford Area Office)  
TIME: 9:00 AM – 10:30 AM, or 2:00 PM– 3:30 PM  
TRAINER(S): Gayle A. Dekof, Ph.D., MDFT International  
LOCATION: Central Office – Training Room 5/6 & Milford Area Office  
CEU'S: N/A

This session will introduce DCF staff to Multidimensional Family Recovery (MDFR) intervention approach. The audience will learn about the purpose of MDFR and the problems it is designed to address, its evidence-base, its core interventions, how MDFR specialists collaborate with DCF staff to jointly protect children and support family functioning.

[Click here to register](#)



## **PROBATE MATTERS**

*DATE(S): 2/26/19*  
*TIME: 9:00 AM – 4:00 PM*  
*TRAINER(S): Greg Castro, Stephanie Janes, Aissa Deloatch-Williams*  
*LOCATION: Central Office – Training Room 3*  
*CEU'S: 6*

This one day course is designed to assist ongoing Social Workers assigned to Probate Court cases and Family Specialist of the Probate Court to perform expected roles and tasks. Participants will receive a foundational framework for understanding the legal context of Probate Court cases. Participants are provided an overview of the Probate Court system in Connecticut, in contrast with Juveniles Court Matters, learn the importance of making well informed assessments and recommendations to Probate Court. Participants will understand the need to provide clear and consistent communication with Probate Court to support the courts ability to reach conclusions that are in the best interest of the children and their families being served. Finally, participants will also receive instructions on how to present during testimony at Probate Hearings.

[Click here to register](#)

## **REDUCING RISK FACTORS TO IMPROVE PERMANENCY FOR LGBT YOUTH**

*DATE(S): 3/6/19 & 3/7/19*  
*TIME: 9:00 AM – 4:00 PM*  
*TRAINER(S): Aissa Deloatch-Williams*  
*LOCATION: Central Office – Training Room 7*  
*CEU'S: PENDING*

Many LGBT youth often engage in high risk behaviors at a higher rate than heterosexual youth. However, with appropriate supports and services that are beneficial to lowering risk factors and improving permanency, outcomes improve for this population. The objectives for this training will focus on how personal bias and values influence outcomes for LGBT youth, the importance of parental acceptance to foster healthy LGBT youth development, how to use appropriate language in written documents to identify LGBT people, how to identify and address barriers that LGBT youth experience because of bias, discrimination, the relationship between trauma and poor outcomes for many LGBT youth, and how to utilize the six principles of gay affirmative social work.

[Click here to register](#)

## **STRENGTH BASED APPROACH TO ENGAGING FAMILIES**

*DATE(S): 3/13/19*  
*TIME: 9:00 AM – 4:00 PM*  
*TRAINER(S): Aissa Deloatch-Williams, Gregory Castro, Jennifer Uttley-Rosado*  
*LOCATION: Central Office – Training Room 3*  
*CEU'S: N/A*

This full day course was adapted from the Pre-Service Family Engagement Course and re-designed to meet the needs of experienced Social Work Staff. Participants will review concepts of critical thinking, interviewing children, developing an assessment and solution focused techniques in order to engage families. Participants will also be able to practice these techniques through the use of skill building simulated case scenarios with resistant clients.

The first half of the training day will take place at the Academy for Workforce Development in Central Office and the second half of the day will focus on simulation scenarios held at the Department of Veteran Affairs (VA) campus in Rocky Hill.

[Click here to register](#)

## **SPECIAL QUALITATIVE REVIEW (SQR) – INFANT FATALITIES 2018**

**DATE(S):** 3/6/19  
**TIME:** 9:00 AM – 12:00 PM  
**TRAINER(S):** Rita Pelaggi, Ken Mysogland, Karen Grayson  
**LOCATION:** Southern Academy (SOTA) Room 1  
**CEU'S:** PENDING

*The goal of this interactive forum is to focus on what has been gleaned / learned from the infant fatalities during 2018. This forum will focus on handling HRNB FAR cases, safety planning, and variations in our practice for substantiations. Again this year, unsafe sleep resulted in the majority of fatalities for children, therefore we will have a discussion on talking with families about Safe Sleep. Regional / Office promising practices will also be highlighted.*

[Click here to register](#)

## **SPECIAL QUALITATIVE REVIEW (SQR) – SUBSTANCE USE**

**DATE(S):** 3/6/19  
**TIME:** 1:00 PM – 4:00 PM  
**TRAINER(S):** Rita Pelaggi, Ken Mysogland, Karen Grayson  
**LOCATION:** Southern Academy (SOTA) Room 1  
**CEU'S:** 3

The goal of this interactive forum is to focus on what has been gleaned / learned from critical incident cases involving parental substance use during Special Qualitative Reviews. The discussion will focus on societal impact of substance use, assessing parents for substance use, their functioning and capacity to parent, the Substance Use evaluation process, and a values discussion.

[Click here to register](#)

## **TEEN DATING VIOLENCE**

**DATE(S):** 3/20/19  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Gregory Castro, Alison Karimi  
**LOCATION:** Central Office – Training Room 5/6  
**CEU'S:** PENDING

Through group activity, lecture, and supplemental video clips, participants explore and discuss trends, barriers, and impact of Teen Dating Violence. With the support of concepts drawn from the Safe Date curriculum, participants will deepen their knowledge of Teen Dating Violence and receive information on additional available resources. By the way of the "In Their Shoes" teen dating violence Simulation participants will round out the day with an activity intended to promote dialog about teen dating violence and healthy relationships with young people in a class setting.

[Click here to register](#)

## THE NEXT STEP: EXPLORING THE TRANSITION TOWARD SUPERVISOR WHILE ENHANCING YOUR LEADERSHIP

**DATE:** 2/27/19 (COTA), 3/26/19 (SOTA)  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Gregory Castro, Aissa Deloatch-Williams  
**LOCATION:** Central Office – Training Room 3 or SOTA Room 1  
**CEU'S:** 3

Ready for the next step? Is it the right time to make the transition to Supervisor? What can you do now to showcase your leadership skills today and build on them for the future? Preparation for the role of supervisor should start well before you apply for the position. This in-service training will discuss the roles, responsibilities, and competencies of being a supervisor. You will have the opportunity to explore your learning and leadership style, as well as discuss the roles they play. The process toward becoming a supervisor will be examined to include exam preparation, interviewing, and what qualities and experience are valued in the process.

The class will include a mock interview in the classroom as well as an opportunity for an individual mock interview on one of the scheduled dates listed below for participants are required attendance. (3/4 @ CO 9-12; 3/8 @ CO 1-4; 3/28 @ SOTA 9-12; 4/1 @ SOTA 1-4)

[Click here to register](#)

## UNDERSTANDING THE NUMBERS

**DATE:** 2/5/19, 3/27/19  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Maureen Auger  
**LOCATION:** Central Office – Training Room 4  
**CEU'S:** 3

This one day course will provide participants with an overview of the role data plays in our agency. Participants will gain an introductory understanding of how Federal Legislation and the Child and Family Service Reviews (CFSR) relates to our day to day work as well as the priorities and processes set by leadership. Participants will be provided an overview of how policy and practice guides can inform our understanding of that work.

Additionally, participants will explore the various data reporting systems used within the department, the various organizational tools available, and options for developing systems to prioritize and manage case work demands and enhance casework practice. Using both lecture and direct computer application, students will be provided information regarding the data collected by LINK and the resulting ROM and LINK Reports. Students will be guided through the process of setting default settings and moving between summary and detail views.

An overview of Outlook will be provided, including creating tasks and appointments, setting reminders, and organizing e-mails. Focus will be placed on techniques for prioritizing tasks, effective planning of efforts and work space, and the development of a filing system.

[Click here to register](#)

## ON-LINE COURSES

### ***CHILD PROTECTIVE SERVICES – INVESTIGATIONS POLICY 34-2***

*Trainer:* Ed Eckert

*CEU's:* N/A

The goal of this on-line training is for participants to have an understanding of the policy requirements related to the Investigative track of DCF's Differential Response System (DRS). Throughout this training key points of Policy 34-2 will be reviewed, and important cross-referenced policies will be referenced.

**Click the appropriate link below to begin this course:**

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

### ***EARLY CHILDHOOD PRACTICE GUIDE***

*Trainer:* Tracy Davis

*CEU's:* 1.5

The CT Department of Children and Families "Early Childhood Practice Guide" was issued in April 2016 and designed to build on the many strengths of child welfare practice. The Guide provides clear and concrete guidance and information to further support comprehensive assessments and engagement with families and partners when working with children in the 0-5 population. This on-line course supports the information contained in the Guide; and upon completion, participants will be better prepared to articulate the evolution of early childhood practice at DCF; explain the importance of fostering a supportive and nurturing environment for children age 0-5; describe the impact trauma has on brain development, attachment, and physical, social, and emotional development; explain the factors needed to assess safety and risk for this population; describe the standards associated with CAPTA; articulate the importance of securing quality education and care for this population; and articulate the importance of supervision, consultation, and connecting families/children to appropriate services.

**Click the appropriate link below to begin this course:**

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

## **INTIMATE PARTNER POLICY AND PRACTICE GUIDE**

*Trainer:* Linda Madigan

*CEU's:* N/A

The Working with Families Impacted by Intimate Partner Violence (IPV) on-line training was designed to provide clear and concrete information and guidance to support comprehensive engagement and assessments with families impacted by intimate partner violence. The information and tools presented reflect current data, trends and research. This brief course supports information contained in the IPV Policy and Practice Guide. Upon completion, you will be better prepared to articulate the indicators of IPV; explain the impact of IPV on the non-offending partner, the offending partner and the children; the warning signs of teen dating violence; the importance of engagement and a thorough assessment; the cultural considerations in IPV; the importance of fostering a supportive and collaborative working relationship with IPV providers; the importance of safety planning; and the role of the RRG Intimate Partner Violence Specialists.

**Click the appropriate link below to begin this course:**

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

## **MANDATED REPORTER**

*Trainer:* Timothy Monahan

*CEU's:* N/A

Any employee of the Department of Children and Families is designated as a Mandated Reporter per Connecticut General Statute 17a-101. During this interactive on-line course, participants will learn what their roles and responsibilities are relative to this designation, and how to make a report to the DCF Careline or law enforcement. Participants will be provided information on what constitutes child abuse and neglect, as well as what occurs after a report of child maltreatment is made. Legal protections, as well as consequences for not fulfilling the obligation of mandated reporting, will be reviewed. The course involves an interactive quiz, and a certificate of completion is electronically provided to the participant.

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

## **MOTIVATIONAL INTERVIEWING**

*Trainer:* Diane Prior

*CEU's:* 1

Motivational Interviewing (MI) is a collaborative approach to helping people who are ambivalent about making decisions or changes in some area of their lives. During this interactive on-line course, participants will learn how to use MI to help move clients along a continuum of positive change. Additionally, participants will understand the difficulties associated with changing behaviors; as well as the relationship between the "Stages of Change" and MI. By the end of the training, participants will be able to develop strategies, questions, and the language associated with Motivational Interviewing.

[DCF Staff](#)

## **OVERVIEW OF IMMIGRATION POLICIES, PROTOCOLS, AND PRACTICE WEB TRAINING**

*Trainer:* William Rivera

*CEU's:* 1

The purpose of this training is to provide legal and practice guidance to all case carrying, and support staff, working with immigrant and refugee families with varying legal statuses and needs in the State of Connecticut. This training is developed to support the DCF Immigration Policy and Practice Guide 31-8-13(Released May 2017). The information contained in this presentation is based on current federal and state statutes.

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

## **REASONABLE PRUDENT PARENT STANDARD (RPPS) ON-LINE TRAINING (RPPS)**

*Trainer:* Tracy Davis

*CEU's:* N/A

Research has consistently shown that children who are engaged in normal, developmentally appropriate activities are less likely to engage in negative behaviors. Public Act 15-199 establishes the Reasonable Prudent Parent Standard (RPPS) which caregivers (e.g. foster parents, congregate care providers) are expected to adhere to when making decisions around a child's ability to participate in normal childhood activities. This brief on-line training provides participants with clear definitions of the RPPS; explanation of all parties impacted by the standard; clear description of expectations related to caregivers; and explanation of the implications the standard will have on case planning.

[Click here to begin this course](#)



## WEBINARS

### ***“WORDS DO HURT: ACHIEVING STABILITY FOR LGBT YOUTH IN DCF’S CARE THROUGH GENDER INCLUSIVE LANGUAGE”***

*Date:* 2/7/19  
*Time:* 9:00 AM – 11:00 AM  
*Trainer:* Aissa Deloatch-Williams  
*CEU’s:* 2

Many LGBT youth often experience bias and discrimination as a result of their gender identity. LGBT youth benefit from supports that affirm their identity as normal. This training focuses on the importance of using “person centered” language to be more inclusive of diverse populations, and how to increase your awareness about the ways that language often unconsciously makes assumptions about people, and unintentionally reinforces dominant norms around gender and sexual orientation. A DCF social worker and social work supervisor will be participating in this webinar as subject matter experts who will share highlights from their experiences of supporting a male to female transgender youth towards permanency and stability.

[Click here to register](#)

### ***GETTING AHEAD OF SECONDARY TRAUMA: A WEBINAR FOR SUPERVISORS***

*Date:* 1/17/19  
*Time:* 2:00 PM – 4:00 PM  
*Trainer:* Jennifer Uttley-Rosado  
*CEU’s:* 2

This webinar will provide supervisors with strategies to increase worker resilience and minimize the impact of secondary trauma on the workers in their units. Supervisors will explore their own personal connection to secondary trauma and the way it can impact their ability to support workers around this issue. Supervisors will also learn tools to be able to respond effectively to workers who are experiencing symptoms of secondary trauma.

[Click here to register](#)

### ***WORD EDITING TOOLS***

*Date:* 2/26/19  
*Time:* 10:00 AM – 11:00 AM  
*Trainer:* Maureen Auger  
*CEU’s:* N/A

This one-hour webinar for Supervisory staff will familiarize them with the editing tools available in the Word program when reviewing their staff’s written work. Specific focus will be placed on the benefits of and functions for using Track/Changes and Comments. The webinar will walk participants through the technical process of using these tools. There will also be a discussion regarding the ways Supervisory staff may use these tools with their unit members. Following the webinar, participants will be able to request technical support or coaching to enhance the application of the processes covered.

[Click here to register](#)



## TRAINING SERIES

### ***DIFFERENTIAL RESPONSE SYSTEM (DRS)***

**DATE:** Various Dates (See Below)  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Dyshawn Thames, Ed Eckert, Adjuncts  
**LOCATION:** Central Office - Various Rooms (See Below)-  
**CEU'S:** Varies (See Below)

*\*Enrollment into the first class gets you automatically enrolled into the remainder of training dates\**

The Academy for Workforce Development is responsible for the provision of in-service training for Differential Response System staff that includes skill-building techniques to enhance their investigative and assessment skills. The Academy offers a nine day certificate program for newly assigned DRS Unit staff, as well as those staff interested in pursuing positions in a DRS unit / workgroup. Best practice principles are discussed for both Intake and Family Assessment Response, along with strategies for assessing safety, safety planning, critical thinking, involving families in the assessment of their own needs, and numerous other areas. All classes are taught by academy staff and adjunct trainers who specialize in certain topic areas.

NAME OF TRAINING	DATE	CEU'S	LOCATION
DRS Best Practice FAR	1-16-19	6	SOTA Room 1 – New Haven
		.5 CC	
DRS Best Practice Intake	1-17-19	6	Central Office Training Room 4
Genograms	1-24-19	3	Central Office Training Room 4
	1-24-19	3	Central Office Training Room 4
Group Care	1-30-19		SOTA Room 1 - New Haven
Worker Safety	1-30-19	3	SOTA Room 1 – New Haven
Sex Abuse: Minimal Facts	2-5-19		SOTA Room 1 - New Haven
CT Drug Threat and DEC	2-19-19	3	SOTA Room 1 - New Haven
DRS and Substance Abuse	2-19-19	3	SOTA Room 1 - New Haven
Domestic Minor Sex Trafficking	2-27-19	3	SOTA Room 1 - New Haven
Legal	3-7-19		SOTA Room 1 - New Haven
Health and Wellness	3-13-19		SOTA Room 1 - New Haven
Intimate Partner Violence (IPV)	3-28-19		SOTA Room 1 – New Haven

[Click here to register](#)



## SOCIAL WORK CASE AIDE COURSES

### CAR SEAT REFRESHER

DATE(S): 2/7/19 or 3/15/19  
TIME: 9:00 AM – 12:00 PM  
TRAINER(S): Liz Stokes  
LOCATION: Central Office - Training Room 7  
CEU's: N/A

This half-day course provides social work case aides with a refresher of the regulations regarding car seats, and hands on training for the proper installation of car seats.

[Click here to register](#)

### CPR/AED CERTIFICATION (AMERICAN SAFETY AND HEALTH INSTITUTE)

DATE(S): 2/20/19, 3/20/19  
TIME: 9:00 AM - 4:00 PM  
TRAINER: Liz Stokes  
LOCATION: Central Office – Training Room 7  
CEU'S: N/A

The purpose of this class is to provide any non- medical individual with the necessary skills to recognize an emergency, perform chest compressions, apply the automated external defibrillation machine, ensure an open airway, provides assistance to a choking individual and the proper utilization of personal protective equipment.

[Click here to register](#)

### MENTAL HEALTH FIRST AID

DATE(S): 1/29/19 & 1/30/19  
TIME: 9:00 AM – 4:00 PM & 9:00-12:00  
TRAINER(S): Cathy Sisco, Heather Clinger, Wheeler Clinic  
LOCATION: Central Office – Training Room 7  
CEU'S: N/A

**\*\*It is required you attend both dates to receive certification and you will automatically be enrolled in Day 2\*\***

Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. It provides a basic understanding of what different mental illnesses and addictions are, how they can affect a person's daily life, and what helps individuals experiencing these challenges get well. The course helps participants identify, understand, and respond to signs of addictions and mental illnesses. Mental Health First Aid teaches about *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well. The course trains participants to help people who may be experiencing a mental health problem or crisis, and participants that successfully complete the training receive a three year certification as a "Mental Health First Aider."

[Click here to register](#)

## ADMINISTRATIVE PROFESSIONALS (CLERICAL) COURSES

### CLERICAL STAFF: ADVANCED EXCEL

**DATE(S):** 1/22/19, 1/30/19  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Suzanne Neafus  
**LOCATION:** Central Office – Computer Lab 1  
**CEU's:** N/A

Are you very comfortable using Excel? This course, specifically designed for clerical staff, will go beyond the basics, and focus on some of the more advance features this program has to offer, including Excel Tables \* Advanced Sorting and Filtering \* Formulas and Function with Text and Dates \* Data Entry using Excel Forms \* Custom Number Formatting \* Pivot Tables.

The training will be a combination of hands-on instruction and “open time,” where participants can spend time on their own Excel document projects with the support of the instructor. Tips and tricks of using Excel will be shown, as well as topics brought up by the class.

[Click here to register](#)

### CLERICAL STAFF: CONFLICT RESOLUTION

**DATE(S):** 3/7/19 (COTA), 3/29/19 (SOTA)  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Jennifer Uttley-Rosado, Paula, D'Aquila  
**LOCATION:** Central Office - Training Room 7 or Southern Academy (SOTA) Room 2  
**CEU's:** N/A

This class is designed to support clerical staff when interacting with upset or agitated clients. Staff will explore de-escalation techniques that can be helpful when dealing with clients over the phone and in person. The class will also offer opportunities to explore ways to constructively handle conflict with co-workers. The Principles of Partnership will be utilized to connect the values of DCF to the hands-on tools of conflict resolution.

[Click here to register](#)

### CLERICAL STAFF: DCF 101: THE FOUNDATIONS OF CT CHILD WELFARE PRACTICE

**DATE(S):** 2/11/19 (COTA), 2/28/19 (SOTA)  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Jennifer Uttley-Rosado, Liz Stokes  
**LOCATION:** Central Office - Training Room 4 or Sothern Academy (SOTA) Room 2  
**CEU's:** N/A

This course will provide clerical staff an opportunity to gain a broad understanding of the fundamentals of child protective services across agency functions. This course will stress the value and importance of the roles of DCF staff at all levels. Additionally, recent initiatives to improve the agency's practice will be reviewed. Clerical staff will also receive mandated reporter training to understand their own and other's obligations with regards to reporting instances of suspected child abuse or neglect. .

[Click here to register](#)

## INFORMATION TECHNOLOGY COURSES

### BEGINNER EXCEL 2013

*DATE(S):* 2/4/18  
*TIME:* 9:00 AM – 4:00 PM  
*TRAINER(S):* Suzanne Neafus  
*LOCATION:* Central Office Computer Lab 2  
*CEU'S:* N/A

Do you work with other people's spreadsheets, but wish you could create your own? This hands-on one-day course will give you the skills needed to do so! Participants will learn about the distinct parts of a spreadsheet; tips to navigate and search through an existing workbook; as well as the tools needed to create a simple workbook with data, formulas and basic functions. Time will be allotted during the class for participants to work on their own Excel documents with the support of the instructor.

[Click here to register](#)

### INTERMEDIATE EXCEL 2013

*DATE(S):* 3/21/19  
*TIME:* 9:00 AM – 12:00 PM  
*TRAINER(S):* Suzanne Neafus  
*LOCATION:* Central Office Computer Lab 1  
*CEU'S:* N/A

This hands-on one-day course is a unique opportunity for participants to be provided with a detailed overview of a wide range of Microsoft Excel functions, while allowing them to complete their own projects, data reports, or other with the support of the instructor. Participants in this course are required to bring materials to work on while the course is provided. Participants will learn everyday shortcuts in navigation and data entry, enhance their ability to analyze data with filtering, sorting, quick analysis' and charts, learn to use Printing and Copy/Paste features to enhance presentation of data, increase their ability to retrieve and use data from LINK and ROM reports and enhance their ability to use data entry sheets via drop down lists, conditional formatting and removing duplicate data.

[Click here to register](#)

### INTERMEDIATE OUTLOOK 2013

*DATE(S):* 1/16/19  
*TIME:* 9:00 AM – 12:00 PM  
*TRAINER(S):* Suzanne Neafus  
*LOCATION:* Central Office Computer Lab 1  
*CEU'S:* N/A

During this hands-on one-day course, participants will expand their knowledge of Microsoft Outlook and learn "tips and tricks" that will allow them to work more effectively and efficiently. During this training participants will develop an understanding of functionality available beyond basic emailing, develop an understanding of common Outlook features, and how to utilize them in Outlook 2013, Learn to find specific messages quickly using various methods (i.e. search, categories, flag), and become more familiar with the Calendar feature to be proficient in adding/sharing/planning.

[Click here to register](#)

## INTRODUCTION TO PIVOT TABLES

DATE(S): 2/14/19,  
TIME: 9:00 PM – 12:00 PM  
TRAINER(S): Suzanne Neafus  
LOCATION: Central Office Computer Lab 1  
CEU'S: N/A

A Pivot Table report is an interactive table that quickly combines and compares large amounts of data. This hand-on course will introduce participants to this useful tool, and create an opportunity for practice using Pivot Tables. Participants will discover how Pivot Tables can be created and used with data from existing DCF reporting areas (ROM/LINK/ETC), as well as how to choose the fields to be included. Participants will understand how to select from the Functions that are available to summarize results in a Pivot Table, and how this tool can be used to enhance their use of data.

[Click here to register](#)

## LEARNING LAB – MICROSOFT OFFICE 2013

DATE(S): 1/16/19, 2/14/19 & 3/21/19  
TIME: 9:00 AM – 11:00 AM or 1:00 PM – 3:00 PM  
TRAINER(S): Suzanne Neafus  
LOCATION: Central Office Computer Lab 1  
CEU'S: N/A

*Are you having a hard time getting some peace and quiet to focus on a large project that is due? Would you like the support of an IT professional to turn that Power Point presentation or Excel spreadsheet into something extraordinary or more user-friendly? If you answered “yes!” to either of these questions, the “Learning Lab – Microsoft Office 2013” course is a perfect opportunity for you. Designed as an “open lab” where participants bring their own work materials, it is an opportunity to accomplish work on a specific project or presentation with the support of the DCF Academy IT Consultant. Registration in advance is necessary, and class size is limited due to the nature of the course.*

[Click here to register](#)



## CERTIFICATION PROGRAMS

### COLLECT NATIONAL CRIMINAL INQUIRY CHECK (NCIC) - FULL ACCESS

DATE: 1/15/19

TIME: 9:00 AM – 3:00 PM

TRAINER(S): Eileen LeRoy, Brenda Zaprzalka

LOCATION: DESPP – 1111 Country Club Road, Middletown, CT 06457.

CEU'S: N/A

***\*\*Registration for this course requires prior approval from your chain of command\*\****

The COLLECT certification class will allow the user access to in-state criminal history files provided by State Police Bureau of Identification (SPBI) and the Interstate Identification Index (III) for criminal history information throughout the United States. The class will also allow the user to query individual state criminal history data through the International Justice and Public Safety Information Sharing Network (NLETS). During the course, the limited and specific reasons for each type of access will be thoroughly reviewed; and it is important to note that not all users will have access to all information. All COLLECT certification classes begin with a thorough review of COLLECT/NCIC system security policies for users who have access to the system.

[Click here to register](#)

### MANDATED REPORTER TRAIN THE TRAINER (MRT-TOT)

DATE(S): 1/7/19 (Day 1) & 1/9, 1/10 or 1/11/19 (Day 2)

TIME: 9:00 AM – 4:00 PM

TRAINER(S): Ed Eckert, Maureen Auger

LOCATION: Middletown Area Office

CEU'S: N/A

***\*\*All participants must register for Day 1 and must also choose and register for one of the Day 2 dates\*\****

The "Mandated Reporter Train-the-Trainer" certification course is a unique opportunity for staff with current or prior child protective services experience to develop their presentation and training skills; and to become certified to provide an important service to mandated reporters throughout the state. This two-day course will develop and enhance participants' presentation and training skills, and includes a detailed review of the current Mandated Reporter Training curriculum. In this course, participants are provided the opportunity to "teach-back" a component of the curriculum on the second day, and receive immediate feedback from other participants as well as the instructors. Upon successful completion of the two-day course, and a demonstrated ability to present the Mandated Reporter Training curriculum, participants will receive certification to conduct the training.

[Click here to register for Day 1](#)

[Click here to register for Day 2](#)

## LEADERSHIP DEVELOPMENT

### SUPERVISORS:

*The following courses are only open to DCF Supervisory Staff*

#### STRENGTHENING SUPERVISION

DATE: 3/25/19 & 3/26/19

TIME: 9:00 AM – 4:00 PM

TRAINER(S): Scott Migdole, Yale University

LOCATION: Central Office – Training Room 3

CEU'S: N/A

***\*\*It is required you attend both dates and you will automatically be enrolled in Day 2\*\****

Over the course of this two-day learning experience, participants will explore a number of supervision topics. These include: • an informed consent approach to establishing supervisory relationships, setting forth roles and responsibilities. • Practical strategies for achieving the four core supervisory functions: quality of service, administration, professional development, and support. • Approaches to “managing from the middle” of organizations: serving as a link between agency leadership and frontline staff; communicating administration’s goals to staff and providing feedback from staff and clients to administration; translating agency goals into practical guidance for staff; and leading from the middle of the agency in a time of change. • Group supervision techniques. • A problem solving model for assessing difficulties in supervision and crafting an intervention plan. • Constructive supervisory responses when “bad things happen”. • Self-care for supervisors.

[Click here to register](#)

#### SUPERVISING TRAINEES: DEVELOPING THE NEW WORK FORCE

DATE(S): 2/15/19

TIME: 9:00 AM – 4:00 PM

TRAINER(S): Liz Stokes

LOCATION: Southern Academy (SOTA) - Room 1

CEU'S: 6

This one day course is designed to provide DCF supervisors with knowledge needed to perform the duties of a training unit supervisor. The class will explore how meeting the unique needs of newly hired social work staff fits into the Department’s existing supervision model, specifically coaching and communication. We will define the various processes and responsibilities surrounding preservice training including; academy policy, training curriculum, role of liaison, pre & post testing, trainee observations and transfer of learning activities.

[Click here to register](#)

## GROUP SUPERVISION COACHING

Description: The Group Supervision Coaching course is designed to support supervisory staff and their direct reports in understanding, implementing, and utilizing Group Supervision. This unique coaching experience involves five hours of coaching, occurring over the course of two days at the participants' work location. The course involves both modeling of the facilitation of Group Supervision by an Academy Trainer, as well as an opportunity for the supervisor to facilitate a session and receive feedback. The course involves individual meetings between the Academy Trainer and the supervisor; and written materials regarding Group Supervision are provided. It is important to note the course utilizes current cases of the participants for the Group Supervision sessions, and therefore some advanced planning is necessary. A pre-requisite to this course is the supervisor's attendance at the two-day Yale Supervision Model course. ***\*\*To register for this course please contact your [Academy Liaison](#)\*\****

## LEADERSHIP ACADEMY FOR SUPERVISORS (LAS)

The Leadership Academy for Supervisor (LAS) is a blended learning program for experienced child welfare supervisors based on the National Child Welfare Workforce Institute (NCWWI) Leadership Model. The core curriculum consists of six online modules each followed by a face-to-face facilitated classroom experience. Additionally, each LAS participant is paired with a coach, who will meet with the participant 1:1 throughout the Academy to provide support, guidance, and structure. The LAS provides 30 contact hours of training over a 9-month period and includes a Personal Learning Plan to develop leadership skills and a Change Initiative Project to contribute to a systems change within the agency. ***\*\* Detailed information regarding participation will be announced separately\*\****



## MANAGERS:

*The following courses are only open to DCF Managerial Staff*

### LEADERSHIP ACADEMY FOR MIDDLE MANAGERS (LAMM)

This six day training will allow managers to be able to apply the components and dynamics of the Child Welfare Leadership Model to the work of a Child Welfare Manager. They will also be able to assess one's own strengths and challenges and model authentic behavior as a manager; establish, communicate and implement an organizational vision in a continuously changing environment based on a personal vision that guides practice and professional development. Be able to orchestrate conflict as well as to integrate and defuse opposition to create partnerships. They will also be able to demonstrate commitment to continuous learning as a leader and address systems change issues. It will also allow managers the distribution of decision-making & leadership responsibilities; manages human, cultural, social & economic capital and encourages purposeful action. **\*\*Detailed information regarding participation will be announced separately\*\***





# JANUARY 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1 <b>HOLIDAY</b> 	2	3	4
7 <a href="#">Mandated Reporter- TOT Day 1</a>	8 <a href="#">CPR - Certification</a>	9 <a href="#">Mandated Reporter- TOT Day 2</a>  <a href="#">Recovery Mgmt. Checkup &amp; Support</a>	10 <a href="#">Mandated Reporter- TOT Day 2</a>	11 <a href="#">Mandated Reporter- TOT Day 2</a>
14	15 <a href="#">Collect for New Users</a>  <a href="#">CPR - Certification</a>  <a href="#">Making the Most of Your Time</a>	16 <a href="#">Learning Lab - Microsoft Office 2013</a>  <a href="#">Basic First Aid</a>  <a href="#">DRS - Best Case Practice FAR</a>  <a href="#">Multidimensional Family Recovery</a>  <a href="#">Intermediate Outlook</a>	17 <a href="#">DRS - Best Case Practice INTAKE</a>  <a href="#">Getting Ahead of Secondary Trauma</a>	18
21 <b>HOLIDAY</b> 	22 <a href="#">CPR - Certification</a>  <a href="#">Case Planning Booster</a>  <a href="#">Advanced Excel - Clerical</a>	23	24 <a href="#">DRS - Genograms</a>  ...	25 <a href="#">Engaging the Generations within our Workforce</a>
28	29 <a href="#">Mental Health First Aid Day 1 - SWCA</a>	30 <a href="#">Basic First Aid</a>  <a href="#">DRS - Group Care/Worker Safety</a>  <a href="#">Mental Health First Aid Day 2 - SWCA</a>  <a href="#">Advanced Excel - Clerical</a>	31	

# FEBRUARY 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 <a href="#">Making the Most of Your Time</a>
4 <a href="#">Beginner Excel</a>	5 <a href="#">DRS - Sex Abuse/Minimal Facts</a>  <a href="#">Understanding the Numbers</a>  <a href="#">Multidimensional Family Recovery</a>	6 <a href="#">Basic First Aid</a>	7 <a href="#">Gambling Awareness</a>  <a href="#">Words do Hurt Webinar</a>  <a href="#">Car Seat Refresher - SWCA</a>	8
11 <a href="#">DCF 101 – Clerical</a>	12 <b>HOLIDAY</b> 	13	14 <a href="#">Introduction to Pivot Tables - Excel</a>  <a href="#">Learning Lab - Microsoft Office 2013</a>  <a href="#">CPR - Certification</a>	15 <a href="#">Supervising Trainees</a>
18 <b>HOLIDAY</b> 	19 <a href="#">DRS - Drug Threat/ Substance Abuse</a>	20 <a href="#">CPR/AED - SWCA</a>	21 <a href="#">CPR - Certification</a>	22 <a href="#">Engaging the Generations within our Workforce</a>
25	26 <a href="#">Intake Booster</a>  <a href="#">Probate Matters</a>  <a href="#">Word Editing Tools</a>	27 <a href="#">DRS: DMST</a>  <a href="#">The Next Step</a>	28 <a href="#">Mental Health First Aid Day 1</a>  <a href="#">Basic First Aid</a>  <a href="#">DCF 101 – Clerical</a>	

# MARCH 2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
4	5	6 <a href="#">SQR – Substance Use</a> <a href="#">SQR – Infant Fatalities</a> <a href="#">Reducing Risk Factors Day 1</a>	7 <a href="#">DRS - Legal</a> <a href="#">Gambling Awareness</a> <a href="#">Reducing Risk Factors Day 2</a> <a href="#">Conflict Resolution - Clerical</a>	8 <a href="#">Case Planning Booster</a>
11	12 <a href="#">CPR - Certification</a> <a href="#">Trauma Toolkit for Providers</a>	13 <a href="#">DRS - Health and Wellness</a> <a href="#">Strength Based Approach</a>	14	15 <a href="#">Car Seat Refresher - SWCA</a>
18	19 <a href="#">Basic First Aid</a>	20 <a href="#">Teen Dating Violence</a> <a href="#">CPR/AED - SWCA</a>	21 <a href="#">Learning Lab - Microsoft Office 2013</a> <a href="#">Intermediate Excel</a>	22
25 <a href="#">Strengthening Supervision Day 1</a>	26 <a href="#">CPR - Certification</a> <a href="#">Strengthening Supervision Day 2</a> <a href="#">The Next Step</a>	27 <a href="#">Recovery Mgmt. Checkup &amp; Support</a> <a href="#">Understanding the Numbers</a>	28 <a href="#">DRS - IPV</a> <a href="#">Basic First Aid</a>	29 <a href="#">DCF 101</a> <a href="#">Conflict Resolution - Clerical</a>

## NON DCF STAFF/ COMMUNITY PROVIDER TRAININGS

### DCF 101: AN INTRODUCTION TO AN ENHANCED CHILD PROTECTION AGENCY IN CONNECTICUT

DATE(S): 3/29/19  
TIME: 9:00 AM – 11:00 AM or 2:00 PM - 4:00 PM  
TRAINER: Elizabeth Stokes, Ed Eckert  
LOCATION: Southern Academy (SOTA) Room 1  
CEU'S: PENDING

The DCF 101 training will describe the advances within the Department of Children and Families to maintain the safety, permanency, and well-being of the children and families the Department serves. This training provides an overview of current child welfare best practice social work case practice. The child welfare practices presented in this training include development, interpersonal relationships, and environmental stress and their specific impact on the safety and well-being of children and parental functioning. The information provided will include an overview of DCF's current child welfare practice model. Structured Decision Making, Considered Removal Teaming, Fatherhood Engagement, and other key approaches to working with families involved in the child welfare system.

[Non-DCF Staff / Provider Registration](#)

### GAMBLING AWARENESS 101

DATE(S): 2/7/19 (COTA), 3/7/19 (SOTA)  
TIME: 9:00 AM – 4:00 PM  
TRAINER: Fred Fetta, DMHAS,  
LOCATION: Central Office (COTA) – Training Room 7 or Southern Academy (SOTA) Room 1  
CEU'S: 6

The normative and pervasive nature of gambling behaviors in the United States can desensitize us to the problems that can occur when a person's view of gambling shifts from entertainment to fixation. Recently reassigned in the DSM 5 from an impulse control disorder to a behavioral addiction, disordered and problem gambling affects 2-5% of adults and twice as many young people. Confounding the issues of problem identification, referral, and treatment is a lack of awareness on the part of service providers, clients, family members and the general public that, for some people, gambling can become an addiction even more devastating than alcohol or other drugs. As state governments turn more to legalized gambling as a source of revenue, studies indicate that vulnerable populations: the poor, disenfranchised, and people in recovery from mental health and substance use disorders, are disproportionately impacted in harmful ways. This training will address the social and environmental factors which influence gambling; gender and race considerations; and how our biology creates conditions conducive to the pursuit of risk and reward. Training will include lecture, large and small group discussion, activities and media.

[Non-DCF Staff / Provider Registration](#)

## MENTAL HEALTH FIRST AID

DATE(S): 2/28/19 & 3/1/19  
TIME: 9:00 AM – 4:00 PM & 9:00-12:00  
TRAINER(S): Cathy Sisco, Heather Clinger, Wheeler Clinic  
LOCATION: Central Office – Training Room 7  
CEU'S: N/A

**\*\*It is required you attend both dates to receive certification and CEU'S\*\***

Mental Health First Aid is an 8-hour course that teaches participants how to help someone who is developing a mental health problem or experiencing a mental health crisis. It provides a basic understanding of what different mental illnesses and addictions are, how they can affect a person's daily life, and what helps individuals experiencing these challenges get well. The course helps participants identify, understand, and respond to signs of addictions and mental illnesses. Mental Health First Aid teaches about *recovery* and *resiliency* – the belief that individuals experiencing these challenges can and do get better, and use their strengths to stay well. The course trains participants to help people who may be experiencing a mental health problem or crisis, and participants that successfully complete the training receive a three year certification as a "Mental Health First Aider."

[Non-DCF Staff / Provider Registration](#)

## PROBATE MATTERS

DATE(S): 2/26/19  
TIME: 9:00 AM – 4:00 PM  
TRAINER(S): Greg Castro, Stephanie Janes, Aissa Deloatch-Williams  
LOCATION: Central Office – Training Room 3  
CEU'S: 6

This one day course is designed to assist ongoing Social Workers assigned to Probate Court cases and Family Specialist of the Probate Court to perform expected roles and tasks. Participants will receive a foundational framework for understanding the legal context of Probate Court cases. Participants are provided an overview of the Probate Court system in Connecticut, in contrast with Juveniles Court Matters, learn the importance of making well informed assessments and recommendations to Probate Court. Participants will understand the need to provide clear and consistent communication with Probate Court to support the courts ability to reach conclusions that are in the best interest of the children and their families being served. Finally, participants will also receive instructions on how to present during testimony at Probate Hearings.

[Non-DCF Staff / Provider Registration](#)

## REDUCING RISK FACTORS TO IMPROVE PERMANENCY FOR LGBT YOUTH

DATE(S): 3/6/19 & 3/7/19  
TIME: 9:00 AM – 4:00 PM  
TRAINER(S): Aissa Deloatch-Williams  
LOCATION: Central Office – Training Room 7  
CEU'S: PENDING

Many LGBT youth often engage in high risk behaviors at a higher rate than heterosexual youth. However, with appropriate supports and services that are beneficial to lowering risk factors and improving permanency, outcomes improve for this population. The objectives for this training will focus on how personal bias and values influence outcomes for LGBT youth, the importance of parental acceptance to foster healthy LGBT youth development, how to use appropriate language in written documents to identify LGBT people, how to identify and address barriers that LGBT youth experience because of bias, discrimination, the relationship between trauma and poor outcomes for many LGBT youth, and how to utilize the six principles of gay affirmative social work.

[Non-DCF Staff / Provider Registration](#)

## **SPECIAL QUALITATIVE REVIEW (SQR) – INFANT FATALITIES 2018**

**DATE(S):** 3/6/19  
**TIME:** 9:00 AM – 12:00 PM  
**TRAINER(S):** Rita Pelaggi, Ken Mysogland, Karen Grayson  
**LOCATION:** Southern Academy (SOTA) Room 1  
**CEU'S:** N/A

*The goal of this interactive forum is to focus on what has been gleaned / learned from the infant fatalities during 2018. This forum will focus on handling HRNB FAR cases, safety planning, and variations in our practice for substantiations. Again this year, unsafe sleep resulted in the majority of fatalities for children, therefore we will have a discussion on talking with families about Safe Sleep. Regional / Office promising practices will also be highlighted.*

[Non-DCF Staff / Provider Registration](#)

## **SPECIAL QUALITATIVE REVIEW (SQR) – SUBSTANCE USE**

**DATE(S):** 3/6/19  
**TIME:** 1:00 PM – 4:00 PM  
**TRAINER(S):** Rita Pelaggi, Ken Mysogland, Karen Grayson  
**LOCATION:** Southern Academy (SOTA) Room 1  
**CEU'S:** N/A

The goal of this interactive forum is to focus on what has been gleaned / learned from critical incident cases involving parental substance use during Special Qualitative Reviews. The discussion will focus on societal impact of substance use, assessing parents for substance use, their functioning and capacity to parent, the Substance Use evaluation process, and a values discussion.

[Non-DCF Staff / Provider Registration](#)

## **TEEN DATING VIOLENCE**

**DATE(S):** 3/20/19  
**TIME:** 9:00 AM – 4:00 PM  
**TRAINER(S):** Gregory Castro, Alison Karimi  
**LOCATION:** Central Office – Training Room 5/6  
**CEU'S:** 6

Through group activity, lecture, and supplemental video clips, participants explore and discuss trends, barriers, and impact of Teen Dating Violence. With the support of concepts drawn from the Safe Date curriculum, participants will deepen their knowledge of Teen Dating Violence and receive information on additional available resources. By the way of the "In Their Shoes" teen dating violence Simulation participants will round out the day with an activity intended to promote dialog about teen dating violence and healthy relationships with young people in a class setting.

[Non-DCF Staff / Provider Registration](#)

## TRAUMA TOOLKIT FOR PROVIDERS

*DATE(S): 1/25/19, 3/12/19*  
*TIME: 9:00 AM – 4:00 PM*  
*TRAINER(S): Liz Stokes, Maureen Auger*  
*LOCATION: Central Office – Training Room 3*  
*CEU'S: 6*

The Trauma Toolkit training was developed to educate child welfare provider community about the impact of trauma on the development and behavior of children, within the child welfare system. This program will explore the impact of child traumatic stress on attachment cognitive development, behaviors, and relationships. Specific focus is placed on understanding the effect of chronic and complex trauma on brain development and the long term impact of adverse childhood experiences. Additionally, participants will be given insight into the unique experiences of children within the child welfare system. Participants will also develop strategies for considering and addressing the psychological safety of children in the wake of traumatic experiences as well as building resilience for children and the caregivers with whom they live.

[Non-DCF Staff / Provider Registration](#)

## WEBINAR

### “WORDS DO HURT: ACHIEVING STABILITY FOR LGBT YOUTH IN DCF’S CARE THROUGH GENDER INCLUSIVE LANGUAGE”

*Date: 2/7/19*  
*Time: 9:00 AM – 11:00 AM*  
*Trainer: Aissa Deloatch-Williams*  
*Location: Phone*  
*CEU's: PENDING*

Many LGBT youth often experience bias and discrimination as a result of their gender identity. LGBT youth benefit from supports that affirm their identity as normal. This training focuses on the importance of using “person centered” language to be more inclusive of diverse populations, and how to increase your awareness about the ways that language often unconsciously makes assumptions about people, and unintentionally reinforces dominant norms around gender and sexual orientation. A DCF social worker and social work supervisor will be participating in this webinar as subject matter experts who will share highlights from their experiences of supporting a male to female transgender youth towards permanency and stability.

[Non-DCF Staff / Provider Registration](#)

## OVERVIEW OF PRE-SERVICE TRAININGS

The Academy for Workforce Development provides an extensive Pre-Service training curriculum to all newly hired Social Workers and Social Worker Trainees comprised of 31 days of training over 10 months. These trainings provide a foundation of child welfare work and focus on building the competencies necessary for social workers to be successful in their work with children and families. The training curriculum continues to evolve as child welfare work transforms to meet ever-changing needs of families and to adapt to best practice standards.

In addition to the classroom trainings, new hires are expected to complete the on-line Mandated Reporter Training within a week of starting their pre-service training. There are also documents available to support Social Work Supervisors in orienting their new hires to the work of the agency and to further their classroom learning. The Shadowing Guidelines and Transfer of Learning documents are available on the Academy SharePoint site.

### TIER I

(Typically completed between 1 and 4 months)

#### **An Introduction to Child Welfare: A Family Centered Approach**

During this course participants introduce themselves thru a group activity noting their past experiences, educational background and reasons for choosing employment with the Department of Children and Families (DCF). The Trainer reviews the Juan F. Exit Plan, Positive Outcomes for Children, (POC) and the Children and Family Services Reviews (CFSR). The Trainer also introduces the participants to Child Welfare legislation and evidenced based tools utilized by the Department. In the afternoon, the participants will take a multiple-choice test to determine their baseline knowledge of child protective services issues and practice.

#### **Foundations for Best Case Practice**

Through this course, participants learn to identify personal values and explore how those values impact service delivery to children and families. Participants connect personal values to a professional code of ethics that govern the field of social work and the Department of Children and Families standards for state employee conduct. Participants learn the proper use of authority and how the appropriate or inappropriate use of it can affect positive case management services and interactions between social worker and families. Participants become familiar with the functions of the Child Protective Careline, the investigation process and possible outcomes associated with each process. By the end of the training participants will be able to connect how their values, ethics, and beliefs on authority will impact these processes.

#### **Health and Wellness Practice Standards**

The goal of this training is to provide participants with the knowledge necessary to recognize and identify the health and well-being issues associated with children in the child welfare system; and to also promote and help families and caretakers sustain the health and well-being of children in their care. This training will also orient participants to the Health & Wellness Division within DCF.

#### **Trauma Toolkit**

The Trauma Toolkit training was developed to educate child welfare professionals about the impact of trauma on the development and behavior of children. This program will explore the impact of child traumatic stress on attachment, cognitive development, behaviors, and relationships. Specific focus is placed on understanding the effect of chronic and complex trauma on brain development and the long-term impact of adverse childhood experiences. Participants will also develop strategies for considering and addressing the psychological safety of children in the wake of traumatic experiences as well as building resilience for children and the caregivers with whom they live.



### **Promoting Racial Justice within Child Welfare Organization**

This full day course that provides the opportunity for participants to recognize and understand the diversity of cultures in the children and families served by the Department of Children and Families. This course allows participants opportunities to self-reflect their own values, beliefs and attitudes, biases (explicit and implicit), and worldviews and examine how these impact their assessments of children and families and their own decision making processes. Participants will also have the opportunity to have courageous conversations regarding race and racism and the impact on the work we do with our children and families at DCF, community partners, as well as internally as the Department moves towards becoming a Racial Justice Organization. This course will feature individual and interactive activities to not only invoke courageous conversations, but also develop skills and knowledge necessary to effectively work and provide services to children and families from diverse populations.

### **Car Seat Safety**

This one-day course provides participants with the knowledge of the regulations regarding car seats. Training is provided through the use of lectures, video, written exam and hands on training for installing car seats while observed by a certified instructor.

### **LINK for CPS - (DCF's Computer Data Base System)**

During this course, participants will develop a baseline understanding of the Department's Comprehensive Child Welfare Information System (CCWIS) (LINK) role and function, their responsibility for and process of entering information into the system, and how to search and secure information from the system. Participants will learn the general functions of LINK, including search functions, general tab functions, saving material, printing, and the nature of each case icon. Participants will be oriented to and provided opportunity to practice: searching cases, individuals, placements, legal status, and providers; entering narratives utilizing codes to accurately reflect visitation bench-marks and other elements of data reports; reviewing investigations materials, entering and ending placements (including temporary placements and runaway episodes) and payments; developing visitation plans; entering legal work; completing the Placement Resource Search icon; and entering background checks. Focus will also be placed on entering educational and medical profiles for children; overview of the Structured Decision Making (SDM) tools; initializing, completing, updating, and approving case plans; and an introduction to data collection systems. In addition, representatives from the Revenue Enhancement Division provide participants an overview of the purpose of completing 'Random Moment Time Study' icons that are generated randomly in LINK.

### **Worker Safety: A Physical and Psychological Approach for Child Welfare Staff**

This course focuses on identifying risks and protective factors as it pertains to worker safety. A heavy emphasis is put on prevention and awareness, including self-awareness, client awareness and environmental awareness. The day includes a discussion on crisis formation and suggestions for de-escalating a client that is presenting as anxious or defensive. Techniques to avoid canine attacks are explored. A portion of the day is dedicated to self-care, which includes an overview of the special review process and a framework for preventing/addressing trauma exposure response.

### **Structured Decision Making (SDM)**

This one day course provides an overview of Structured Decision Making (SDM). The SDM model provides evidence based data to guide the decisions regarding safety, permanency and well-being for the families and children served by DCF. The training provides a hands-on application approach to reinforce the implementation and use of the tools at critical points during the life of a DCF case. Timeframes for completion and the integration of SDM with the case planning process are also covered.

### **Legal I – Introduction to Legal Services**

This one day course starts off the legal training series for participants and provides a foundational framework for understanding the legal context of child welfare work. Participants are provided an overview of the court system in Connecticut, legal terminology, statutory, regulatory and policy related limitations on decision-making as well as strategies to assist workers in information collection and presentation to the AAG's. Neglect petitions are the primary focus of the afternoon portion of the training, and includes exploration of the petition document, jurisdictional facts, and the summary of facts.

## **Case Plan for Pre-Service - Days 1 & 2**

The goal of this two day course is to familiarize participants with the Case Plan document, policy, components of case practice directly related to its development and functionality, and the role and process of the Administrative Case Review (ACR) and ACF Supervisor. This course specifically covers the requirements for when a Family Case Plan and/or a Child in Placement Case Plan are to be written. Fostering Connections and the Child and Family Service Review (CFSR) and their impact to the Case Plan are discussed as well as Case Activity Narrative and its role in the development of the case plan and ongoing assessment. Participants will be able to describe and identify the elements of the Family Case Plan/Child in Placement Plan and participate in a writing exercise in order to demonstrate skills learned to complete the case plan requirements.

Focus will be placed on the important impact of engaging and including the family, kin and family supports voices in case planning and assisting clients in achieving success. Throughout the course, representatives from the Administrative Case Review Unit connect material being covered to the federal mandates addressed in the ACR process, identifies the requirements for notification of participants; familiarize staff with the ACR LINK process, and its role in achieving successful outcomes for children.

## **Engaging Families: In the Home and In Care**

Through this two day course participants will be introduced to essential components of family centered practice and solution focused case work. Models for purposeful visitation are reviewed. Participants will develop genograms for the purpose of understanding family dynamics. Participants will explore barriers to engagement and discuss strategies to overcome them. The differences between interviewing children and adults is reviewed. The class will explore the importance of fatherhood engagement and practice implementing a gatekeeping assessment tool. Finally participants practice engagement and assessment skills through a simulation training held in apartment settings with clients being role played by FAVOR staff.

## **Intimate Partner Violence (IPV) – Days 1 & 2**

### **Intimate Partner Violence Day 1**

This course provides participants with an introduction to Intimate Partner Violence (IPV). Through group activity, lecture, and supplemental video clips, participants explore and discuss commonly held myths pertaining to IPV; gain an understanding of the various terms being used within the field; and discuss the numerous warning signs and types of abusive behavior that are present in relationships characterized by IPV. A significant discussion regarding the implications of culture with respect to IPV is also conducted during this course. Also explored is the impact of IPV on children.

### **Intimate Partner Violence Day 2**

This course builds on the introductory material covered in "Intimate Partner Violence, Day 1;" and is designed to provide participants with an opportunity to build their knowledge base and skills relative to working with offenders and survivors in IPV cases. Strategies for engaging and interviewing children, survivors, and offenders in the case planning process is covered. Significant time is devoted to safety planning and the identification of local and statewide IPV services and resources.

## **Behavioral Health**

This one day course orients participants to the topic of behavioral health as it relates to substance abuse and mental/ emotional diagnosis. This course will provide a base understanding of the signs, symptoms, and behaviors specific to the parents and/or caregivers that are struggling with or living with mental health concerns. Participants will explore, within their role as a CPS social worker, how to discuss mental health concerns and their impact on child safety. Focus will be placed on the importance and obligation of CPS social workers in not only recognizing concerns, but also in facilitating and supporting access to timely services. Discussion includes the impact of culture within the assessment and treatment process as well as the role stigma can play in the arena of behavioral health concerns.

## **Permanency Teaming - Days 1 & 2**

This two-day course provides an in-depth exploration of the needs of youth in care to secure permanency, maintain relationships with their biological family and other important people in their lives, as well as an exploration of the agencies Permanency Child and Family Team Meetings.

### **Permanency Teaming Day 1**

Day 1 establishes the basic framework of the Permanency Teaming process, including the importance of family, search and engagement. Through lecture, small group activity, DVDs and role-play, participants will explore the core values of child welfare practice in the permanency teaming process and the role of the child welfare social worker. Focus will include balancing safety and connection, initiating permanency conversations with children and youth, as well as provide tools to organize and represent the youth's voice.

### **Permanency Teaming Day 2**

Day 2 continues the exploration of the permanency teaming process using lecture, small group activity, DVDs and role-play. Participants explore the process and content of individual conversations with adults in preparation for team meetings, the role of joint or small group conversations and large team meetings, with focus placed on including the child and youth's voice. The training culminates in the importance of and steps toward establishing a culture of permanency in the reframing of casework practice.

### **Legal II-Neglect Petitions, How to Write an Order of Temporary Custody and Mock Trial**

This two-day course, co-trained with representatives from the legal division, is designed to assist CPS workers in becoming familiar with the unique authority and responsibility the Department has when addressing safety concerns for children.

#### **Legal II Day I**

During Day 1 an exploration of immanency relative to a child's safety will occur using scenarios and classroom discussion. Additionally, participants will learn the legal forms that are used when filing an order of temporary custody, the difference between a social work affidavit and a summary of facts, and the role of trials (including testifying) in the legal process.

#### **Legal II Day 2**

Day 2 continues with a mock trial utilizing an actual case assigned to one of the course participants, with that participant serving as the witness in the mock trial. Trainers assist in portraying the various roles associated with a trial.

### **Legal III – The Legal Work of Permanency**

This one-day course, co-trained with a DCF Staff Attorney, is designed to assist CPS workers in understanding the different phases of concurrent planning and the post dispositional proceedings including Motions to Review Permanency Plans and Motions to Change Disposition. This course reviews the concepts taught in Legal I and Legal II, and explores the various Permanency Plans for children in DCF care. Discussion focuses on the role Specific Steps and rehabilitative roles they play in the court process as well as case practice. Participants are provided hands on experience in writing components of a Study in Support of Permanency Plan. In addition, participants are introduced to the implications of terminating parental rights, including an in-depth discussion of the grounds for filing a TPR. The Expectations of the court regarding the department making reasonable efforts, and the steps which need to be taken to meet those expectations, is also presented.

### **Empathy Simulation Bus Experience:**

A high percentage of our DCF client population live in poverty and rely on public transportation. Public transportation speaks volumes about a society; such as, racism, economic injustice and the patterns of historical development as a nation. These patterns are embedded in a transportation system that many people take for granted. The average middle class person is fairly oblivious and unaffected by the fact that lack of transportation is the number one deterrent to employment and community involvement across the country. The goal of this exercise is to provide social work trainees with empathy for our client population who utilize public transportation. Empathy is particularly important to social work practice. Clients who experience empathy from their social worker/provider tend to have improved outcomes. Empathic social work practitioners are more effective and can balance their roles better. The goal of this exercise is to encourage and develop child protection social worker empathy for the populations we serve.

## **TIER II**

**(Typically completed between 5 and 10 months)**

### **Substance Abuse - Days 1 & 2**

Participants will be exposed to the nature of addiction, relapse, and recovery, as well as an overview of the drugs most prevalent in child protective service cases. The primary goal of this course is to develop a knowledge base as it pertains to addiction. Participants will be encouraged to question their own beliefs and biases, and confront their perceptions. Within the course, the strong relation between substance abuse and child maltreatment will be highlighted. Participants will be exposed to several models of dependence and options relative to recovery. Clips from the HBO Series "Addiction" will be utilized to assist in the understanding of the process of addiction and the difficult aspects of recovery. Throughout the course the information presented will be weighed against the necessary practices of child protective services, the court system, and child development.

#### **Substance Abuse Day 1**

Introduction to substance abuse from a historical perspective as it affects the families we serve will be explored. Day one focuses on the impact of addiction, the diagnostic criteria and the behaviors associated with the disease.

#### **Substance Abuse Day 2**

Day two introduces participants to harm reduction therapies and issues relevant to relapse and recovery. The DCF Policy and referral process is reviewed and participants are educated on the signs, symptoms, and physical evidence associated with five different substances. The impact of the addiction on the family system is explored throughout the course.

### **Sexual Abuse Day 1**

Sexual Abuse Day 1 is designed to give participants an overview of child sexual abuse. The day covers dynamics of sexual abuse, indicators of child sexual abuse and a review of what a child sexual abuse medical and clinical evaluation entails. This course introduces participants to the topic of "Minimal facts" and Connecticut's multi-disciplined approach to sexual abuse. The focus of the course is around understanding the victim.

### **Sexual Abuse Day 2**

This is a continuation of Sexual Abuse Day 1 the focus of the course introduces participants to the role of the sexual offenders, the non-offending parent(s), and their impact on family dynamics and the ability to adequately safety plan for children. Topics include characteristics of offenders, treatment options for offenders, and the impact the non-offender has on the disclosure, safety planning and treatment, and safety planning with the non-offending parent, offenders, and children. A pre-selected participant presents a case involving sexual abuse, which is explored using the group supervision model.

### **Understanding the Numbers to Enhance Case Practice**

This one day course will provide participants with an overview of the various data reporting systems used within the department, the organizational tools available, and options for developing systems to prioritize and manage case work demands and enhance case work practice. This will include an overview of information regarding the data collected by LINK and the resulting ROM, LINK Reports, ACR Reports, and other SharePoint reports that stem from their input. Participants will be guided through the process of setting default settings and moving between summary and detail views. An introduction to EXCEL will be provided, to include exporting data from ROM and LINK SharePoint, filtering and sorting data, freezing panes, and creating formulas.

### **Educational Issues**

This course is taught by the representatives in the educational division. Course content covers special education, planning and placement teams (PPT's), Individual Educational Plans (IEP's) and the role of surrogate parents. The role of the DCF worker in the education setting is also discussed.

### **Test and Written Assessment**

This course is comprised of a computer based posttest, an oral presentation and exploration of a case from their caseload utilizing a truncated version of the department's group supervision model, and the writing of assessment components of a case plan based on an investigation protocol and narrative for a sample case. The final tests provide insight on the retention of knowledge from the classroom and field experiences as well as a demonstration of their individual skills. The results of and feedback stemming from the final test day is provided to and can be used by supervisors and participants to identify further training needs and areas that need increased proficiency for successful completion of the job.

## PROFESSIONAL DEVELOPMENT

### CT Partnership for Child Welfare Excellence

The 2018-2019 cohort for the CT Partnership for Child Welfare Excellence Program will be the last cohort under the NCWWI grant. Students expecting to graduate May, 2019 will be the last cohort as part of this five year grant between the DCF and UCONN SSW. The DCF and UCONN SSW will continue to explore other available educational opportunities to advance student learning and this partnership.

### Graduate Education Stipend (GES)

The GES Program is an educational program to assist DCF employees with **two or more years of employment** in obtaining either an undergraduate or graduate degree in the field of Social Work/Child Welfare. This program offers **full-time employees** the opportunity to work a 32 hour work week and 8 hours of work time to devote to their internship. The reduction of hours will not affect seniority or longevity and **overtime is not permitted** while participating in this program. Recipients must be completing an internship either external to the Department or at a DCF location other than your current worksite. Students need to be in good standing and maintain a 3.0 GPA or better. Program recipients are obligated to complete two months of employment of service for every month of participation in the GES program, equivalent to 18 months.

*Interested candidates should review the student overview and submit the application [via this link](#) by the due date: March 15, 2019.*

### MSW Field Placement

The MSW Field Placement Program is offered to first and second year, as well as Advanced Standing students. Priority goes to students seeking their final year field placement. The intent of the program is to foster support of our social workers by allowing them to meet their university requirements for 20 hours of field instruction within their regular forty hour work week. A major component of the program is that it allows for the social workers to use their place of employment as their field instruction, while maintaining their current caseload, within their current unit. A field instructor outside of the student's chain of command is utilized to ensure a separation of work and learning responsibilities.

*Interested candidates should review the student overview and submit the application [via this link](#) by the due date: March 15, 2019.*

**Note:** Employees may apply for both the Graduate Education Stipend (GES) and MSW Field Education Program. However, employees may only be accepted into one program per academic year. It is advised that the student apply for the GES program in the first year of their educational program and the MSW Field Educational Program in the second year when they are required to complete more hours for the placement.

### Field Supervision

Providing field supervision / instruction to a student intern is an excellent opportunity for DCF staff to develop professionally, while assisting in the education and growth of a future human services professional. **Field Supervisors** are expected to provide students with activities that meet the students' learning objectives as outlined in a learning contract and / or class syllabus. At times, schools may require the Field Supervisor be certified via the Seminar in Field Instruction (SIFI) course. For additional information regarding field supervision / instruction, please visit the [DCF Academy website](#).

### Internship

The Department of Children and Families provides unpaid internship opportunities for students pursuing a degree in social work or a related field, and for which the internship is an academic requirement. For additional information, please visit the [DCF Academy website](#).

## Mentoring for Social Work Staff:

What Is Mentoring? [Click here to find out!](#)

“Be the change..... you want to see in the world”



The DCF Mentoring Program is designed to assist P-2 staff in their professional development. Applicants who are accepted into the one year voluntary program are paired with a mentor, a DCF staff person in a Program Supervisor position and above. Throughout the program, mentor and mentee participate in numerous activities that are designed to expose the mentee to new information, systems, or perspective which will enhance their career in child protection. Mentees are strongly encouraged to design and implement a project throughout the program, with the support and guidance of their mentor.

For those interested in applying for the program, please be advised that this is a competitive process for both mentees and mentors. Not all applicants will be accepted into the program.

- Those who apply must be in good standing with the agency, names will be sent to HR to assure accuracy.
- All applicants must have approval from their manager/director and a letter of recommendation from their immediate supervisor describing the level of commitment of the mentee (and supervisor) towards the program, and why the mentee would benefit from participating in the program.
- Applicants should be employed with the agency for **two or more years** (at the time of application).
- Up to 20 slots for mentees.
- Up to 20 slots for mentors.

The mentee and mentor application for the program is located on the Academy web site: [via this link](#). The deadline for the application submission is **January 18, 2019**. Applications will not be accepted after the deadline date. Please return your applications to Louise Montemurro, 505 Hudson Street, Hartford, CT 06106, fax 860-550-6362 or scan to my email: [louise.montemurro@ct.gov](mailto:louise.montemurro@ct.gov).



## Staff Biographies

### **Jodi Hill-Lilly**, Director, L.M.S.W., Southern Connecticut State University

Jodi joined DCF in 1988, and held positions as Social Worker, Social Work Supervisor, and DCF Manager. She is a SWIP graduate and worked in New Haven Office in the area of Treatment and Investigations. Her tenure at the Academy began in 1997 as a Child Welfare Trainer. She also held the position of Coordinator of Community Programs, Assistant Director and now Director of the DCF Academy for Workforce Development. Jodi is well versed in the area of Child Welfare on a state and national level.

### **Tracy Davis**, Assistant Director, M.S.W., University of Connecticut School of Social Work

Tracy joined DCF in 1994 and held positions as a Social Worker, Social Work Supervisor, Child Welfare Trainer and Program Supervisor. In 2004, she rejoined the DCF Academy for Workforce Development as the Assistant Director.

### **Paula J. D'Aquila**, Manager, Teikyo Post University

Paula began working for DCF in June 1987. Over the years, Paula has had numerous roles overseeing various disciplines including: Rehabilitative Programming, Residential Direct Care work in the capacity as a Supervisor/Manager, Facility Trainer, Private Provider oversight, Building and Grounds Manager, Accreditation Manager and as Director of Residential Care since December 2003. Paula is an Instructor Trainer in Cardio-Pulmonary Resuscitation and a trainer of Mandated Reporting. Paula joined the Academy for Workforce Development in March 2018 as a Trainer/Manager.

### **Timothy Monahan**, Program Supervisor, M.S.W., University of Connecticut School of Social Work.

Tim began his career in children's protective services in 2002 as a Social Worker with the Massachusetts Department of Children and Families. In 2003, he joined the Connecticut Department of Children and Families, and worked in the Manchester Area Office as a Social Worker. In 2008, Tim was promoted to the position of Social Worker Supervisor, and transitioned to the New Britain Area Office where he supervised ongoing services and intake units, and served as a liaison to the Central Connecticut Multidisciplinary Team (MDT). Tim joined the DCF Academy for Workforce Development in 2012 as a Child Welfare Trainer and has provided training in the areas of Differential Response, Mandated Reporting, Trauma, Teaming, Sexual Abuse, Substance Abuse, Fatherhood Engagement, and Intimate Partner Violence. Tim was promoted to his current position of Program Manager at the Academy in 2015.

### **Louise Montemurro**, Program Supervisor, B.A. Sociology / Social Work - Central CT State University

Louise began working for DCF in April 1986 as a SW in the Middletown Office. She held various positions such as; Social Worker (treatment & intake), Social Work Supervisor, QI Program Manager for Regions 2 & 6 and Program Manager in various divisions during her 29 years with the agency; CPS, Revenue Enhancement, Quality Assurance, and Administrative Case Review. Louise has worked out of several Regional offices; Middletown, Waterbury, Danbury, Torrington, Meriden, New Britain, New Haven, Milford and Central Office. She joined the Academy in January 2014 and was an active member of the Mentor Committee for over ten years and Manager over the internship/ professional development program.

### **Maureen Auger**, Child Welfare Trainer, M.A., Leadership, Albertus Magnus New Haven

Maureen was hired by DCF in September of 1993, after spending 8 years in non-profit adolescent services. At DCF, she served in the New Haven office as a Social Worker in Adolescent, Mental Health and Treatment Units before moving to Investigations. In 2004, Maureen was promoted to Social Work Supervisor over a training unit for the Greater New Haven/Milford Office. In 2009, Maureen joined the DCF Academy for Workforce Development as a Child Welfare Trainer and remains at the Academy as a non-rotating trainer.

### **Gregory Castro**, Child Welfare Trainer, B.S., Springfield College

Greg joined DCF in August 2001 after working for a combined 7 years at Family Services Woodfield, Casey Family Services and Prospect House serving non-profit programs with a variety of chronic mental health, at risk youth and the homeless populations. Greg joined DCF in 2001 where he worked in the New Haven/Greater New Haven Office as a Social Worker and later as an Investigator. In 2003, Greg volunteered as a P2 union steward. In 2005, he was promoted to the position of Social Work Supervisor for the Greater New Haven Office where he supervised ongoing and training units. In 2013, Greg became the Considered Removal facilitator for the Milford Office. In 2015, Greg joined the New Britain Office where he oversaw a training unit. In June 2017, he joined the DCF Academy for Workforce Development.



**Kim Crocker, Visual Media Designer – A.A. (Multimedia) Manchester Community College**

Kim joined DCF in April 1993, has worked in Administrative Assistant positions for Health, CPS, QA, ACR and Investigation units. She joined the DCF Academy for Workforce Development Media Center in 1998 as a Visual Media Designer.

**Aissa Deloatch-Williams, Child Welfare Trainer, LMSW, Doctoral Candidate of Social Work**

Aissa joined DCF in 2000 as a social worker in the New Haven Area Office and transferred to the Stamford area office. In 2003, Aissa volunteered as a P2 union steward. In 2007, she was promoted to the position of Social Work Supervisor in Stamford over an Adolescent Services, Probate, and Voluntary Services Units. She also served as a supervisor in the New Haven Area Office. Aissa joined the DCF Academy for Workforce Development as a Child Welfare Trainer in 2018.

**Ed Eckert, Child Welfare Trainer, B.S. Sociology, Southern CT State University**

Ed first joined the Department of Children and Families (DCF) in 2001 as a DCF Intern while attending Southern CT State University. In 2002, he was hired by DCF within the Meriden Area Office as an ongoing services Social Worker Trainee, before moving to investigations in 2005. In 2009, he was promoted within the Meriden Area Office to Social Work Supervisor where he supervised ongoing services and investigations. Ed has also supervised Social Work Case Aides, was a backup Considered Removal Facilitator, and served as a liaison to the South Central Connecticut Multidisciplinary Team (MDT). Ed joined the DCF Academy for Workforce Development as a Child Welfare Trainer in 2016.

**Suzanne Neafus, IT Consultant, M.S., Long Island University**

Suzanne joined DCF after spending 3 years as a computer applications/technical trainer. Her primary training focus was Microsoft office products, along with database design and reporting tools. Suzanne has also spent 10 years as a computer programmer while providing support, documentation as well as end user training. She began consulting for the DCF Academy for Workforce Development in December 2013 as a Technology Consultant.

**Kristine Rivera, Child Welfare Trainer, LCSW, University of Connecticut School of Social Work**

Kristine has been with DCF since November, 2006. She left for a period of time to complete her Master's Degree in Social Work and returned to the Department in August, 2008. As a Social Worker she worked in Ongoing Services and Adolescent Mental Health in the New Britain Area Office. She was promoted to Social Work Supervisor in June, 2014. Kristine was a Training Supervisor in the New Britain Area Office until October, 2016 when she joined the Academy for Workforce Development as a Child Welfare Trainer. Kristine is also an Adjunct Professor in the undergraduate social work program at Central Connecticut State University. She has been an adjunct there since fall, 2009.

**Jennifer Rondini-Zayas, Child Welfare Trainer, L.M.S.W., Springfield College**

Jennifer began her employment for the Department of Children and Families in the Waterbury Area Office in September of 2005. As a Social Worker, she gained three years' experience with Ongoing Services before transitioning to the Adolescent Unit. In June 2014, Jennifer became a Social Work Supervisor for the Adolescent Unit. Jennifer joined the DCF Academy for Workforce Development in June of 2016 as a Child Welfare Trainer.

**Elizabeth Stokes, Child Welfare Trainer, M.A, St. Mary's University of Minnesota**

Elizabeth (Liz), has been with DCF since August, 2006. As a worker she worked in Ongoing Services and Investigations in the New Haven Office and later transitioned to Ongoing Services in the Waterbury Area Office. She was promoted to Social Work Supervisor in May, 2016. Liz was a Training Supervisor in the Waterbury Area Office until April 2018 when she joined the Academy for Workforce Development as a Child Welfare Trainer. Liz participates as a team lead for the DCF Mentoring Program and is also on the Academic Review Board for Post University's School of Human Services.

**Dyshawn Thames, Child Welfare Trainer, B.A., Criminal Justice, Western New England University**

Dyshawn began his employment with the Department of Children and Families in the Manchester Area Office in January of 2007. As an ongoing services Social Worker he was assigned a variety of cases spanning the full menu of services to include in home, reunification, permanency and probate cases to name a few. Dyshawn transitioned to investigations three years into his career with the Department. In 2013, Dyshawn was promoted within the Manchester Area Office to Social Work Supervisor where he supervised ongoing services and investigations. Dyshawn joined the Academy for Workforce Development as a Child Welfare Trainer in 2018

**Genice Torres, Office Assistant**

Genice Torres joined DCF in 2018. Genice comes to the agency with an expertise background in Secretary and Office Assistant knowledge. Prior to joining the Agency she had many years of experience working as a Secretary/Office Assistant for Hartford Hospital. In November 2018 Genice joined the Academy for Workforce Development where she assume the position of Office Assistant.

**Jennifer Uttley-Rosado, Child Welfare Trainer, A.B., Sociology; Bryn Mawr College**

Jennifer has been with DCF since November, 2007. As a Social Worker, she worked in Ongoing Services and Adolescent Services in the Norwich Area Office. She was offered a temporary assignment to a higher class as a Social Work Supervisor in March of 2014. Jennifer was an Ongoing Services and Training Supervisor in the Norwich Area Office until February of 2016 when she began a permanent position as a Training Supervisor in the Willimantic Area Office. Jennifer joined the Academy for Workforce Development as a Child Welfare Trainer in May 2018. Jennifer has been an active member of the area office and statewide HART work to address issues of Domestic Minor Sex Trafficking.

**Pamela Williams, Office Supervisor**

Pam has been with DCF since November, 1988, and held positions as Clerk Typist, Office Assistant, Head Clerk, Secretary II, Administrative Assistant and Office Supervisor. During her tenure with DCF she has worked for various Divisions such as Protective Services in the Meriden & Middletown area office, the Administrative Law, Policy and Licensing Division, and the Quality Improvement Division. In January 2005 Pam joined the Academy for Workforce Development, where she assumed the position as a Statewide Clerical Coordinator.

**Cheryl Wright, Secretary II**

Cheryl Wright joined DCF in 2004. She began her career as a Secretary I and soon advanced to the level of Secretary II. Cheryl worked in the Hartford Area Office. She established expertise in the area of Permanency, Investigations, Ongoing Services and FASU. Cheryl joined the Academy in February 2007, where she assumed the position of registrar.