

EDUCATION & TRAINING COURSE DESCRIPTIONS

AAKEYS Sequence

This sequence of courses is required for all new Social Service Case managers employed by DFCS. Some of the courses are required for veteran staff changing program areas. For any questions regarding certification requirements for new or veteran staff, please contact Adell Moore at asmoore@dhr.state.ga.us.

OCP 103 - Keys to Child Welfare Practice (Classroom-10 days) 65 hours

This course covers the basic knowledge, attitudes and skills that all case managers need to begin practice in a public child welfare setting. Topics include but are not limited to: values and beliefs, building a helping relationship, cultural competency, separation, grief and loss, child development, child maltreatment, interviewing, critical thinking/decision making, documentation and case manager safety.

Before attending the classroom portion (OCP 103-KEYS) of the AAKeys Sequence, case managers must complete the following online courses. Some online classes require case managers to complete an assessment in order to receive credit on their transcripts for the online course (noted at the end of each course description). **Please use the following website to access all online courses unless otherwise specified:** <https://www.gadfcs.org/training/>

- **OCP 611- Orientation to DHS and DFCS Online Training 1 hour**
<https://www.gadfcs.org/training/> This course provides new case managers with an introduction to the Division of Family and Children Services; DFCS Vision and Mission; the function and purpose of Social Services and the relationship between the Office of Family Independence and Social Services.
- **OCP 601- Introduction to Child Welfare Course –Online Training 3 hours**
<https://www.gadfcs.org/training/> Participants enrolled in this course learn more about the DFCS Mission, Vision and Values. They are introduced to Family Centered Practice Principles and the national and State required standards that drive our work.
- **OCP 607 CAPS - Child Care Training <https://www.gadfcs.org/training/> 4 hours**
Instructional module that provides an overview of the role Social Services Case Managers play in assisting the CAPS Case Manager in establishing Child Care Services for families involved with CPS or in custody.
- **OCP 608 - National Substance Abuse Training (Internet) Tutorial 2: Understanding Substance Use Disorders, Treatment and Family Recovery: A Guide for Child Welfare Professionals 3 hours**
<http://www.ncsacw.samhsa.gov/training/default.aspx> This tutorial provides a

primer on alcohol and drug addiction, substance abuse treatment and recovery, enhancing treatment readiness and treatment effectiveness, as well as discusses cross-system communication and collaboration, and provides contact information for other national resources. Continuing Education Credits are available for this course. Must complete the Assessment and submit to trainer in order to receive credit for this course.

➤ **OCP 622 – The Effects of Abuse and Neglect: A Focus on Typical Development** **2 hours**

<http://wcwpds.wisc.edu/childddevelopment>

Instructional Module which provides child development questions and activities to gauge Social Services Case Managers in understanding “normal” developmental levels of children.

IEP and Educational Services **1 hour**

➤ <http://www.azcourts.gov/casa/Training/TrainingCourses.aspx>

Instructional Module which provides information on the development of the Individualized Educational Plan. Must complete the quiz and submit to trainer to receive credit for this course.

➤ **OCP 620 The CPS Worker: Making a case for Safety –Jim Holler** **1 hour**

Course ID: NCAC-OT-010

<http://www.nationalcac.org/ncac-training/online-training-courses.html>

➤ **Child Development 101** Course ID: NCAC-OT-007 **1 hour**

<http://www.elearndepot.com/eld/ncac/index.html>

➤ **Car Seat Safety: A Guide for Families** **1 hour**

<http://www.aap.org/family/carseatguide.htm>

Field Practice **55 Hours**

Field practice activities are completed by new Social Services Case Managers under the mentorship of their immediate Supervisor and qualified Field Practice Coach (FPC). The Field Practice Guide contains activities that acquaint the new case manager to various aspects of the agency and child welfare practice. These activities are completed throughout the initial training period leading up to certification. As part of the Field Practice experience, new case managers complete a Training Plan with the guidance of their immediate Supervisor and their Field Practice Coach (FPC). To access the Field Practice Guide Manual, please click on the following link: <http://167.196.164.34/FPG/>
The user ID is: FPG and the password is: FPG

Certification

OCP 722- Field Observation and Case Record Review is the last requirement for certification. To avoid delay in the certification process, we have included it as a Transfer of Learning activity so certification can be obtained immediately following the completion of Track training and it will show as completed on the Training Transcript. When case managers are registered for the AACPS (CPS Track Sequence) or the AAFCS (Foster Care Track Sequence) they are automatically registered for this course. Case managers cannot be certified until OCP 722 is completed.

AACPS Sequence –Strengthening Families to Mitigate Safety and Risk Factors

This sequence of courses is required for all new Child Protective Services Case Managers employed by DFCS. Some of the courses are required for veteran staff changing program areas. For any questions regarding certification requirements for new or veteran staff, please contact Adell Moore at asmoores@dhhr.state.ga.us.

OCP 213 – Strengthening Families to Mitigate Safety and Risk 65 hours

Prerequisite for this course: OCP 103 Keys to Child Welfare Practice

This is a ten day course for new Social Services Case Managers. During this course Child Protective Services Case Managers are taught the principles and practice procedures of Family Centered Case Management Practice Model, Risk Assessment and Family Preservation Services Practice Model. During the final 3 days of the class case managers enter information based on a case scenario into the GA SHINES data system.

Before attending each segment of the classroom portion (OCP 213-Strengthening Families to Mitigate Safety and Risk) of the Child Protective Services Track Training, case managers must complete the following online courses. **Please use the following website to access all online courses unless otherwise specified:**

<https://www.gadfps.org/training/>.

- **OCP 602 CPS – Intake (Case managers must complete before attending the first week of OCP 213) 6 hours**

CPS Intake Online Training provides instruction in Child Protective Services Intake policy and practice. The Intake process (screening, intake decision-making, documentation) is explained in sequential order. At the end of the course, the new case manager simulates taking an Intake report and completing an Intake Worksheet, which is then critiqued by an online instructor.

- **OCP 603 – CPS Investigations – (Case managers must complete before attending Week 2 of OCP 213) 6 Hours**

This course explains the policy and practice of an Investigation with emphasis on the principles of the Concept Guided Risk Assessment process. This includes instruction in interviewing, collateral contacts, safety assessments and plans, risk

assessment, case determinations and the documentation requirements of these activities. Periodic exercises and quizzes serve as learning tools for the trainee.

➤ **OCP 604 – CPS Family Preservation – (Case managers must complete before attending Week 2 of OCP 213) 6 Hours**

This course includes the policy and practice related to the provision of Family Preservation Child Protective Services. Instruction includes making case contacts, the Family Plan, the use and role of service providers, family involvement in the case planning process, case management, and case closure. This training is also available to veteran workers.

Child Protective Services Field Practice 52.5 Hours

Field practice activities are completed by new Social Services Case Managers under the mentorship of their immediate Supervisor and qualified Field Practice Coach (FPC). The Field Practice Guide contains activities that acquaint the new case manager to various aspects of the agency and child welfare practice. These activities are completed throughout the initial training period leading up to certification. As part of the Field Practice experience, new case managers complete a Training Plan with the guidance of their immediate Supervisor and their Field Practice Coach (FPC).

AAFCS Sequence- Life As We Know It...In 3D Foster Care Track

This sequence of courses is required for all new Foster Care Case Managers employed by DFCS. Some of the courses are required for veteran staff changing program areas. For any questions regarding certification requirements for new or veteran staff, please contact Adell Moore at asmoore@dhr.state.ga.us

OCP 214 – “Life As We Know It...In 3D” Foster Care Services Course 71.5 Hours

Prerequisite for this course: OCP 103 Keys to Child Welfare Practice

This classroom training provides instruction on the practice and policy mandates of the Foster Care program in Georgia. This course is considered part of the Foster Care “track.” New staff are mandated to attend this course following the completion of (or exemption of) the introductory/ foundational course, KEYS to Child Welfare Practice.

Life as we know it...in 3-D is designed for both new Case Managers and new Supervisors who will be assigned to work with families in the Foster Care program. Georgia SHINES has been integrated at the end of every module to encourage staff to become comfortable with the system and the benefits and limitations of its use.

This course is a pre-requisite for enrollment/employment in the Adoption or Resource Development course/program. Before attending each segment of the classroom portion (OCP 214-Life As We Know It In 3D Foster Care Services Course) of the Foster Care Track Sequence, case managers must complete the following online courses. **Please use the following website to access all online courses unless otherwise specified:** <https://www.gadfcs.org/training/>

- **OCP 605A – Foster Care Training Part 1 (Intake) (Case managers must complete before attending Week 1 of OCP 214) 6 hours**

FC Online Training provides instruction in Foster Care policy and practice and includes the following topics: Placement Authority, Placement of a Child, Placement Resources, Assessment and Permanency, Needs of the Child, Visitation, Case Planning and Case Review, Eligibility, Foster Parents, and Legal Issues. Periodic quizzes serve as learning tools for the trainee. This training is also available to veteran workers.

- **OCP 605B – Foster Care Training Part 2 (Case Management) Case managers must complete before attending Week 2 of OCP 214) 6 Hours**

This is a continuation of the topics outlined above.

Foster Care Field Practice

54.5 Hours

Field practice activities are completed by new Social Services Case Managers under the mentorship of their immediate Supervisor and qualified Field Practice Coach (FPC). The Field Practice Guide contains activities that acquaint the new case manager to various aspects of the agency and child welfare practice. These activities are completed throughout the initial training period leading up to certification. As part of the Field Practice experience, new case managers complete a Training Plan with the guidance of their immediate Supervisor and their Field Practice Coach (FPC).

Adoption Track Training

Prerequisite: Foster Care Track Sequence

OCP 318 – Adoptions

30 Hours

Adoptions OCP 318 classroom training provides participants with the knowledge and skills necessary to engage in the Adoptions and Adoptions Assistance process. It is intended for DFCS staff from the case manager level and up.

Classroom training prepares participants to assess and provide support to adoptive families; assess and prepare children and youth to facilitate timely decision-making, planning, and placement with a permanent family. The course provides a framework for understanding issues unique to children whose parental rights have been terminated. Participants are provided with successful intervention strategies geared toward preservation of the adoptive placement.

Participants will also learn the legal basis for adoption assistance, eligibility criteria for monthly benefits, Medicaid, non-recurring adoption expenses and special services funding. They will develop an understanding of Title IV-E as it pertains to adoption assistance and clarification of the differences between Title IV-E AA and Title IV-E foster

care. Procedures for negotiating Adoption Assistance agreements and Fair Hearings will be discussed. Throughout the five day classroom training, participants will practice entering an adoption case into GA SHINES from the initial application to terminating an adoption case.

Several Field Practice activities, including Discussion Board conversations are required for all participants prior to attending the five day classroom training.

Adoption Field Practice

30 Hours

Field practice activities are completed by new Social Services Case Managers under the mentorship of their immediate Supervisor and qualified Field Practice Coach (FPC). The Field Practice Guide contains activities that acquaint the new case manager to various aspects of the agency and child welfare practice. These activities are completed throughout the initial training period leading up to certification. As part of the Field Practice experience, new case managers complete a Training Plan with the guidance of their immediate Supervisor and their Field Practice Coach (FPC).

Post- Certification Training

(The following courses are required to meet various post- certification requirements and are also open to Veteran Workers)

OCP 204u – IMPACT Training Class Family Centered Practice

32.5 hours

IMPACT (Initial Interest, Mutual Selection, Pre-Service Training, Assessment, Continuing Development and Teamwork) provides instruction to case managers on training foster and adoptive parents. This course also provides the knowledge and skills needed to complete assessments of foster and adoptive homes using standards set by policy. It also presents Foster Parent Rights and Grievance Policy. Course content trains participants to provide the Pre-certification Modules to potential foster and adoptive parents. Upon successful completion of this course, persons become certified IMPACT FCP trainers and may train families applying to become foster or adoptive parents. This course is available to adoption case managers, foster parents interested in becoming co-trainers and private providers who will be providing pre-certification training for potential foster and adoptive parents.

OCP 703 – Intimate Partner Violence

19.5 Hours

OCP 703 replaces OCP 303. This course is designed to provide a basic understanding of Intimate Partner and Family Violence dynamics. Participants will be introduced to laws, protocols, resources, and strategies pertaining to Intimate Partner Violence/Family Violence. The course is designed to help participants integrate this information into their child welfare practice. Veteran workers may attend this training.

OCP 304 – Substance Abuse Training Class

19.5 Hours

This course builds upon the foundational material provided in OCP 103 Keys Sequence. It includes instruction in engaging, assessing, and interventions in families affected by substance abuse. Family Centered Practice, provision of safety and risk reduction, thorough family assessments, planning with the family, meeting the needs of the children and relapse recognition and planning are stressed. Veteran workers may attend this training.

OCP333A (for Case Managers only) – More than Words: Preserving the path to child safety, permanency, and well-being **19.5 Hours**

When registering for this course, you must also register for OCP 333B. (Both OCP 333A and OCP 333B must be registered for in order to complete the course)

This course is offered as the first in a two-part series for Case Managers and Supervisors. The focus of Module 1 is how to identify safety indicators and how/where to document in Georgia SHINES. Participants will learn how to document clearly and concisely using Documentation Model 1: Bulleted Points.

The third day of the course is an all day assessment of skills learned. Participants will be given several opportunities to assess indicators and document multiple contacts, receive coaching/feedback from Supervisor participants and the Trainer, and resubmit. A class score will be given based on documentation work, class participation, and completion of County Assignments.

OCP333B (for Case Managers only) – More than Words: Preserving the path to child safety, permanency, and well-being **13 hours**

This course is offered as the second in a two-part series for Case Managers and Supervisors. The focus of Module 2 is how to identify permanency and well-being indicators and how/where to document in Georgia SHINES. Participants will learn how to document clearly and concisely using Documentation Model 2: Progressive Writing and Model 3: Focus on Exceptions.

The second day of the course is an all day assessment of skills learned. Participants will be given several opportunities to assess indicators and document multiple contacts, receive coaching/feedback from Supervisor participants and the Trainer, and resubmit. A class score will be given based on documentation work, class participation, and completion of County Assignments.

AASUPV Supervisor Sequence

PE 527 Family Centered Practice for Administrators and Supervisors 6.5 hours

This course is designed to provide management's approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are seven standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of

Services; Information Systems; Agency Coordination within the Community and Quality Assurance. This course is a pre-requisite to attending OCP 419.

OCP 616 Results Oriented Management (ROM) Online Training 19.5 Hours

This course designed by the University of Kansas School Of Social Welfare, provides information on outcome measurement in child welfare, and provides practical approaches to the three major factors that affect the usage of data: Effective management reports; essential skills in interpreting data and taking management action and how to develop a results-oriented organizational culture. This course is a pre-requisite to attending OCP 419.

OCP 715 Transfer of Learning/Performance Improvement (Online)

Developed for Supervisors, Administrators, Field Program Specialists and Training Coordinators, this presentation explores transfer of learning and performance management strategies that can support managers ability to foster staff members readiness to learn, create and sustain a constructive learning environment in their work unit, and use transfer of learning and performance management strategies to promote staff members job performance

OCP 419 Putting the Pieces Together Classroom Training 58.5 Hours

This nine – day supervisor core training series, Supervisory Training: Putting the Pieces Together was originally developed by Charmaine Brittain, MSW, Ph. D., and Butler Institute for Families at the University of Denver. This training is divided into 3 three day segments: Unit 1: Supervisor as Manager. Unit 2: Supervisor as Coach; Unit 3 Supervisor as Team Leader. The training was designed to bring together the latest research and practical application, within an engaging format for maximum learning by supervisors. It was adapted for Georgia DFCS in 2009. Supervisors attending this course must be certified in their program area. An assessment is required in order to receive credit for this course.

OCP 420 –Skill Building/ Mentoring 52 Hours

A series of four units with activities related to each Unit of Putting the Pieces Together. It is designed to enhance the transfer of learning from the classroom to the workplace. Each new supervisor is assigned a trained peer mentor who provides guidance, coaching and monitoring for the Skill Building activities.

OCP 334 – Day to Day Supervision with GA SHINES 13 Hours

This is a two day hands-on training. It is designed to provide new and veteran supervisors with basic knowledge and skills surrounding supervisory functions when using GA SHINES. Supervisors will engage in a variety of interactive activities to promote their understanding of their day to day role for using GA SHINES to achieve safety, permanency and well being for the children and families that we serve. This course is a post-requisite to OCP 419 and included in the AASUPV sequence.

Leadership Training

Leading the Pieces course (Currently under revision)

Other OCP courses

OCP 402c Field Practice Coach Training

6 hours

This training is a one-day workshop for DFCS staff who have been selected to be Field Practice Coaches for new case managers. Social Services Supervisors may also participate. Field Practice Coaches must have an approved application from Education and Training in order to take this course. Participants will become familiar with the sequence of activities a new worker completes leading to certification and the role of Field Practice Coach to mentor and coach the new employee through the training process. Participants will have an opportunity to assess and practice their coaching skills. The Field Practice Coach Program was initiated to support and expedite the training process for new case managers as they progress through Georgia's Child Welfare System, and this course is required for eligible staff to become certified as a Field Practice Coach. To access the Field Practice Coach manual that contains the training guide and the forms to apply to be a coach, click on the following link <http://167.196.164.34/FPG/> The user ID is: FPG and the password is: FPG.

OCP 707 Implementation Science Training

12 hours

This training will help staff understand the science behind implementation of large scale changes in an organization and the process and steps needed in order to implement new initiatives. Staff from each region will attend this training to help them develop a plan for implementing the SRS project in their region. This training can also be applied to any project that requires implementation planning for successful change.

OCP 716A- GA Collaborative Partners for Early Intervention and Successful Outcomes

4 hours

This is an online course that will help staff understand the role DFCS has in making early intervention CAPTA referrals to the Children 1st office and how the Babies Can't Wait Early Intervention Program evaluates and provides services to children with physical and developmental disabilities.

Safety Response System Webinars

OCP 709 Making the Connection, Coding and Maltreatment Definition Training

1 hour

<https://dhr.webex.com/dhr/lsr.php?AT=pb&SP=EC&rID=51957747&rKey=4e40d69f1ddc1d85>

<https://dhr.webex.com/dhr/lshr.php?AT=pb&SP=EC&rID=55278077&rKey=a5ef8f2beb20ef35>

Professional Excellence

Professional Development Courses

All training courses listed on the online training and registration site, www.gadfcs.org/transcript, qualify for professional development hours. 20 training hours are required annually July 1st.-June 30th.

Scheduling:

Professional Excellence classes are available by request and can be scheduled in your local area. To request a class, please email request to: ssregistrar@dhr.state.ga.us or Tanya Davis, tdavis27@gsu.edu

Who Can Attend:

- All social services staff employed with the State of Georgia for 18+ months
- Newly employed case managers who have completed the new worker training courses required within the first two years of their hire date
- OFI supervisors and case managers are encouraged to attend courses of interest to them

PE 507: Listen Well, Say it Well: Solution Focused Interviewing - 12 Hours

This 2-day course provides case managers with an opportunity to further develop interviewing skills and to increase their confidence in conducting interviews. The course builds upon the content delivered in the Keys to Child Welfare Practice new case manager curriculum, and also provides instruction on additional interviewing techniques and the application of these techniques to casework practice. Using relevant case scenarios, participants will be videotaped conducting a casework interview and receive feedback from their peers and trainers.

PE 510: Human Trafficking Training (online) - 2 Hours

Human Trafficking is a growing problem both nationally and in Georgia. Because DFCS employees come into contact with a wide variety of people, they may be one of the first people to observe that someone needs help. The Human Trafficking online course provides important information on this topic, and will assist DFCS staff in identifying and assisting people who may be possible victims. The Division has mandated that all State Office, Regional Staff, County Directors, Program Administrators, Supervisors and Case Managers complete this training course. This course is available on the DFCS online training system.

PE 512: Interviewing Children/Adolescents - 6 Hours

This course is designed for staff who observe, interview, assess risk, place, and treat child and adolescent victims of maltreatment. Information on current research and best practice regarding interviewing and eliciting information from children and youth will be presented. Participants will collect a variety of interviewing tools in their “bag of tricks” for use when talking with children. Specific tools that require instruction will be fully demonstrated. Participants will leave the training with a host of new tools and interview aids to assist them in their daily practice and work with children/adolescents.

PE 513: Observing and Assessing Families: Identifying Red Flags and Rainbows - 6 Hours

Do you desire practical tools that you can use when assessing caregivers and children? You will learn observation skills that will help you assess a family's strengths and challenges as well as observe the connections and the "dance" between caregivers and their children. You will learn the skills to observe, document and create effective recommendations for family systems.

PE 514: Partnering with Dads - 12 Hours

This course focuses on the importance of fathers in children's lives, the current research related to father involvement, and how this information can be applied throughout the child welfare continuum of services. The course includes strategies for identifying, locating and engaging fathers in the casework process, and is designed to equip case managers and supervisors to work successfully with fathers in a wide range of family situations and structures.

PE 514ADV: Partnering with Dads Guided Practice – 6 Hours

This course is designed for case managers and supervisors who previously attended the Skills and Strategies for Working with Fathers course. Participants will explore issues that may arise in their ongoing work of engaging fathers in the case process and promoting fathers' involvement with their children. Using vignettes and their case situations, participants will explore effective responses in contact situations and ways to develop strong working relationships with fathers. Participants also develop action steps for overcoming challenges with their specific cases.

PE 515: Navigating the Teen Zone - 12 Hours

This course is designed to help participants answer the question, “What is going on with this teen and what can I do to help him/her?” In the first section of the training, *Talking about Teens*, participants learn about adolescent development and behaviors, potential feelings of teens involved with DFCS, and specific health and development issues that teen's experience. In the second section, *Talking with Teens*, participants learn how to effectively engage teens in order to help them make positive movement toward a healthy adulthood. Topics include: communicating with teens, using a positive youth development approach, permanency, and case management strategies.

PE 518: FISH! Energize and Motivate Your Team - 2 Hours

If your work environment could use a boost, then why not have a FISH Philosophy workshop in your office? This fun and enjoyable workshop will encourage staff to

explore their attitudes, challenge them to be there for their internal and external customers while making their day, and promote a positive work environment. Staff will leave motivated and energized! This workshop is recommended for all DFCS staff.

PE 519: Secondary Traumatic Stress and Supervision (Supervisors and FPS) – 12 hours

This course is designed to educate Social Services supervisors on the primary and secondary traumatic stress aspects of their work. Participants will assess their own personal and professional care and develop an understanding of how to manage direct and secondary trauma. Participants will also learn how to help their staff members manage the responses related to traumatic stress in their work. The course includes instruction on the nature of traumatic stress as well as individual coping skills and social support strategies that, if implemented, may reduce the negative impact on work performance and individual worker well being.

PE 521: Partnering with Families Who Are Immigrants – 6 Hours

This course will assist participants with identifying strategies for working cross-culturally with immigrant families while addressing safety and permanency for children. Participants will gain knowledge about changes in immigration patterns in the U.S. and Georgia and how these changes have impacted child welfare practices. This course will address federal, state, and local immigrant issues and policies; resources available when working with immigrant families; and Special Immigrant Juvenile Status eligibility and application procedures for immigrant children in foster care.

PE 526: Using Psychological Evaluations in Case Planning - 6 hours

Adults and children served through the child welfare systems are often referred for psychological evaluations for a variety of reasons. These include assessment of mental health and cognitive functioning, special needs, learning and processing differences, behavioral issues as well as an understanding of their response to trauma or other family crises. This workshop will clarify how to best make appropriate referrals to psychologists as well as how to engage clients in meaningful discussion about the process and outcomes. Participants will review the different types of testing, mental health diagnoses, and other categories of information that are often included in psychological assessments and learn how to best incorporate the recommendations into the case plan.

PE 527: Family Centered Case Practice for Administrators and Supervisor – 6 hours

This course is designed to provide management's approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are 7 standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of Services; Information Systems; Agency Coordination within the Community and Quality Assurance.

PE 528: Family Centered Case Practice for Case Managers – 6 hours

This course outlines the framework of Family Centered Practice and incorporates a continuous set of activities that every worker is expected to employ in their practice. Linked to outcomes it emphasizes quality screening; engagement of youth and families; working with teams; development of quality assessments; individualized planning and relevant services; continuous review and adaptation and safe and sustained transition from DFCS involvement to the community. It addresses core values and principles of family Centered Practice; intentional engagement; partnership parenting; parenting protective capabilities; psychological permanency, working with incarcerated parents and strengthening community involvement.

PE 529: Family Team Meeting Facilitator Training - 24 hours

This 4-day course prepares participants to become approved facilitators for Family Team Meetings. The curriculum covers the basic what, why and when of Family Team Meetings. Participants will gain a basic understanding of the skills required to facilitate an FTM, including the principles of the change process, skills for building a trusting relationship, family dynamics, and forming partnerships for positive change. Participants also practice the skills needed for effective facilitation.

PE 530: Family Team Meeting Advanced Quarterly Training - 4 hours

This is advanced training for Agency staff who are responsible for the FTM process at the county, regional or state level. Participants may include FTM facilitators, co-facilitators, coordinators, supervisors, Field Program Specialists, and administration. Advanced skill training is offered in facilitating Family Team Meetings that may include the following issues: Family Violence, Substance Abuse, Family Conflicts and Mental Health Issues. In addition, participants are given the opportunity to network with others across the state who share similar job responsibilities.

PE 531: Family Team Meeting and Case Planning for Social Services Case Managers - 12 hours

This course is designed primarily for Social Services Case Managers who do not facilitate or co-facilitate FTMs. The 2-day classroom training encompasses:

- how case managers can engage families and their informal support system to prepare them for working with the FTM process
- how to develop individualized family plans, built on underlying needs and functional strengths, within the context of the family team meeting setting
- documentation of the FTM in SHINES
- following through with providing services and continued work with the family to complete plans

PE 534: Effectively Talking to Children Who Have Challenges About Tough Topics – 6 hours

This workshop is designed to provide frontline case managers with practical skills to effectively communicate complex and difficult information to children and teens. Techniques and strategies for matching interview skills with a child's social and emotional age, skills for interviewing young adults with ADHD, anxiety, depression and developmental disorders will be addressed using videos, scripts and hands-on practice.

PE 537: Childhood Trauma: An Overview for Child Welfare Staff – 12 hours

Children involved with the child welfare system are likely to have experienced both acute and chronic trauma in environments characterized by adversity and deprivation. It is important for child welfare workers to recognize the complexity of a child's lifetime trauma history and to not focus solely on the single event that might have precipitated a report. This 2-day course gives child welfare workers a broad overview of child traumatic stress, examines the impact of trauma on children in the child welfare system and provides tips on working with providers who deliver trauma-informed care.

PE 539: Performance Consulting: Training for CQI Facilitators – 11 hours

This course examines a specific model for performance improvement and the process of performance consulting, including conducting performance analysis and using this analysis to choose and implement appropriate interventions for change. The course also examines how CQI facilitators take a collaborative role with their team and other staff in the CQI process.

PE 540: Group Facilitation Skills for CQI Facilitators – 6 hours

This course is the second in the training series to prepare designated DFCS staff to take a facilitative role in the continuous quality improvement (CQI) process by acting as performance consultants within their region. This course focuses on the development of basic group facilitation skills. The course consists of a sequence of instructional segments followed by small group experience and individual practice of a specific aspect of facilitation.

PE 541: Group Facilitation Skills for QA staff – 6 hours

This course is designed for DFCS Quality Assurance Staff and focuses on the development of group facilitation skills needed to engage staff in the quality assurance process. The course consists of a sequence of instructional segments followed by small group experience and individual practice of a specific aspect of facilitation.

PE 542: CAPTA Online Training – 2 hours

This course provides an overview of the Child Abuse Prevention and Treatment Act (CAPTA). It addresses the three areas Georgia is targeting to educate staff on CAPTA compliance. The three areas include Babies Can't Wait referrals, representation for children in care and requirements for reporting CDNFSI.

PE 543: Implementation Change and Group Facilitation for the CQI Facilitator

This course is the second in the training series to prepare designated DFCS staff to take a facilitative role in the continuous quality improvement (CQI) process by acting as performance consultants within their region. This course picks up where the first course on performance consulting leaves off. Day one of this course focuses on moving the team through the process of developing and implementing interventions using Implementation Science as an organizing framework. Day two of the course focuses on the development of basic group facilitation skills through a sequence of instructional segments followed by small group experience and individual practice of a specific aspect of facilitation. Practice sessions emphasize facilitation in the context of activities related to the performance consulting process to help reinforce knowledge gained from the first course in the series.

PE 545: Raising the Bar: Navigating the Legal System (Part I) – 6 hours

This training is designed to provide participants with the knowledge and skills necessary to successfully use the legal system to protect and serve children. This is a required course to be completed in the initial six months following certification and is necessary for continued certification.

PE 546: Raising the Bar: Mock Trial: Are you Prepared? (Part II) - 6 Hours

Legal Issues 2 builds on the legal foundation information presented in Legal Issues 1. This class provides an opportunity for participants to apply what they learned in Legal Issues 1 to a mock-trial setting. Each participant will have an opportunity to role play the case manager and prepare his/her case for witnessing in court in order to further develop court skills. Prerequisite: Must complete Legal Issues 1.

To view webinar training resources, please click on the following link
<http://aysps.gsu.edu/socialwork/peprogram/archives-ask-expert-webinar-sessions>
Participants who listen to the webinars, can receive training credit by emailing Amy Mobley or Tanya Davis below.

For additional questions regarding the courses please contact either

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DFCS Education and Training Services
Section
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