

# Current Advanced Training

## **CSP201F Family Reunification Thru Visitation**

This training provides workers with means of using collaborative and family-empowering visitation as a vehicle to achieve reunification. The workshop introduces participants to best-practice visiting methods and to Child Welfare law related to visitation and reunification. Participants will use the knowledge gained in this workshop to create strengths-focused, empowering, and collaborative visitation strategies culminating in a Visitation Plan.

## **CSP204B Facilities Investigations**

Participants will build on existing knowledge, assessment strengths and skills in Child Protection investigations. They will gain specialized knowledge of the investigation processes to assess alleged maltreatment in a facility (child foster care, family child care, or juvenile correctional facilities located within an agency's jurisdiction). The course explores the "gray areas" unique to facility investigations and the differing and complementary roles and responsibilities of the child protection Investigator and the facility Licensor. Participants review the process for facility investigations, including the intake process, evidence gathering, determining the appropriate disposition, and completing determination notices. It is expected that participants will have completed Child Welfare Foundation Training and is preferred if participants have completed forensic child interviewing training.

## **CSP205A Legal Issues in Child Welfare: Liability and Data Practices**

This is a "must take" class for anyone in child protection. A recent MN Supreme Court decision opens liability to Child Protection workers, their supervisors, and the agencies that employ them where it never existed before. This class discusses the ramifications of that decision, provides insight as to areas where Child Protection workers may be most vulnerable to lawsuits, and strategies to prevent lawsuits from occurring. It also touches on the basics of the Data Practices Act. Participants will learn what data is available to them as Child Protection Workers, and the proper means to obtain and protect that data.

## **CSP205B Legislative Update**

In this annual VPC, workers learn the most recent changes in federal and state laws and recent significant case law that affects child welfare practice.

## **CSP205D Legal Issues and Appeals**

Legal Issues and Appeals describes the local child protection agency's role in the child maltreatment reconsideration and Human Services appeals process. It provides a step-by-step analysis of each part of the process, and strategies on how the local agency can be successful in that process. It includes a mock case the participants will utilize to demonstrate the local agency's role in the preparation, presentation, cross-examination and argument in an appeal before a Human Services Judge.

## **CSP2103B Case Planning**

Participants will utilize strengths-based strategies in case planning with complex families in the child welfare system. Participants will create case plan goals and tasks that are culturally appropriate and safety-focused.

*Prerequisite: 2103A: Case Planning (Web-Based Training).*

### **CSP205E Communication in the Courtroom**

Communication in the Courtroom is designed to instruct Child Protection Workers on how to provide effective testimony. Participants will learn tools that can be applied in any hearing/trial where workers may be called to testify with additional emphasis on permanency trials. It discusses strategies on working with the County Attorney, provides instruction on how to lay the proper foundation for evidence, describes how to properly testify as an expert and the benefits thereof, the evidence necessary to be successful in a permanency trial, and how to provide effective testimony both on direct and cross examination.

### **CSP207B Family Group Decision Making: Orientation**

FGDM is a decision-making process that increases the use of kinship care, capitalizes on family strengths and affirms cultural diversity. It creates a partnership between the family and service providers and other professionals, and recognizes that families can make well-informed decisions about themselves. Families are engaged and empowered by child welfare agencies to make decisions and develop plans that nurture their children and youth and protect them from further abuse and neglect. An overview of the principles and phases of Family Group Decision Making, including which cases are appropriate for referral to the Family Group Decision Making process, is provided.

### **CSP207C Family Group Decision Making – Facilitator**

Individuals will learn the specific skills, strategies and techniques fundamental to facilitating and coordinating Family Group Decision Making (FGDM) meetings in the context of child welfare. The training will include a review of the history, philosophy, and practice elements of FGDM. *Prerequisite: FGDM Orientation.*

### **CSP207F FGDM Practice Skills for Child Well Being and Permanency**

Part 1 of this course advances the skills of FGDM facilitators in the developing and utilizing trauma-informed practices and learning ways to engage families to minimize trauma. It will show how culture supports healing and preserves connections. Part 2 of this course provides legislative mandate for concurrent planning and teaches FGDM facilitators skills of assisting families for alternative permanency planning. Trainees will learn how to build effective permanency actions plans and effective team collaboration. Trainees will also understand the importance of early engagement meetings, advanced conflict resolution and issues team members may encounter.

### **CSP208A Concurrent Permanency Planning**

As a result of the training, participants will understand the concept and core components of concurrent permanency planning (CPP) within the context of a child's need for safety, permanence and well-being. We will explore how to develop and implement CPP goals and practice strategies in light of the recently passed legislation in Minnesota as well as how successful outcomes are measured. Participants will have the opportunity to recognize and develop collaborative roles in reaching successful, system wide implementation of concurrent permanency planning.

### **CSP208D PRT: The Value of Permanency**

This training covers what is permanency and why it is important. This training is for individuals who have a key role in achieving permanency for children in foster care, whether through reunification, adoption, or permanent transfer of custody. County and tribal caseworkers, supervisors, managers and directors, judges, county attorneys, parent and child attorneys, GALs, foster parents, private agency staff and child-specific recruiters, and others who play a key role in achieving permanency for children and youth are invited to participate in this training. *Prerequisite to PRT Roundtable Skills.*

### **CSP209A Indian Child Welfare Act (ICWA)**

Participants learn the history of American Indian Child welfare and the federal and state laws affecting the children and their families. This training also provides step-by-step instruction on the use of the Minnesota Department of Human Services (DHS) social services manual section on American Indian children. Permanency planning issues for American Indian children are reviewed. Participants learn ways to build stronger working relationships with tribal social services and to see them as partners and cultural resources. This training also covers the 2007 Tribal/State Agreement on Indian Child Welfare, new legislation, DHS rules, and new initiatives in relation to the Indian Child Welfare Act (ICWA).

### **CSP212 Engaging Fathers: Making Room for Dad**

This course is designed to help county and tribal child welfare workers enhance their capacity to identify and engage fathers of children in the child welfare/child protection system. The training offers opportunities for participants to: examine their personal and organizational barriers toward all fathers; develop effective strategies that promote father involvement; enhance opportunities for healthy co-parenting; learn and apply legal requirements for working with fathers; and increase child safety, permanency and well-being.

### **CSP213 Conducting Home Studies and Matching Children with Families**

This two-day module helps provide new workers with strategies to: engage prospective resource families in a mutual assessment process; identify families who will have a high probability of long-term success in parenting children who are adopted, are in foster or are in Permanent Transfer of Physical and Legal Custody (Kinship care); and provide assessment criteria needed to complete the Minnesota Adoption and Foster Care Study. Assessors will receive strategies to assess the social and emotional functioning of children, their developmental needs, and readiness for adoptive/TLPC placement. Finally, the workshop presents information regarding selection and matching in foster care, adoption and TLPC, including clarification of the requirements of both the Indian Child Welfare Act, the Multi-Ethnic Placement Act and the Minnesota Indian Family Preservation Act.

### **CSP227 Preparing Adolescents for Adulthood: Partnering for Success**

This interactive training provides information on preparing foster care youth to successfully enter adulthood by using a comprehensive and ongoing process of collaborative, holistic, and individualized preparation and planning. The process of preparing youth for adulthood prompts thoughtful and thorough planning that result in youth having an extended network of support and adequate skills to function as an adult. Preparation and planning is needed for all youth in foster care but it is especially important for youth who are state wards or those leaving foster care without legal permanency or connections to supportive adults. This training will help participants understand that permanency is achievable; lack of preparation for adulthood is avoidable; and a comprehensive planning approach is essential.

### **CSP239 Human Trafficking and Sexually Exploited Youth (updated 8/28/17)**

This course will provide an overview of human trafficking and sexually exploitation of children in Minnesota, including identifying risk factors, red flags and best practices for working with Sexually Exploited Youth. Participants will learn the Department of Human Services' guidance on responding to Sexually Exploited Youth within Minnesota's Child Welfare System in the context of legislative efforts including Public Law 114-22, Justice for Victims of Trafficking Act, and Minnesota's Safe Harbor Law and No Wrong Door Model.

### **CSP301A Communities of Practice Regional Meetings**

This facilitated meeting provides information, education, skill building and support regarding Minnesota Department of Human Services policies and practices to child welfare workers throughout the state. These meetings are rooted in best practice and supports safety, permanency and well-being outcomes for children and families involved in the child welfare system.

### **CSP301A Communities of Practice Regional Meetings-continued**

Participants will have the opportunity to network and learn from other child welfare workers in and around their region. Participants will increase their ability to use this information and education in their child welfare practice. Participants will be provided with guidance about policy changes and practices to strengthen their professional approach with families. Through case work presentations, participants will further develop critical thinking skills to inform professional level judgement and decision making. Participants will increase skills and insight related to cultural consideration in child welfare practice. Participants will increase competence in their understanding and use of research based, trauma informed practice. Participants will be further exposed to core concepts of human behavior and the social environment and how these may contribute to abuse and neglect. Participants will develop competence in understanding the intent of policy considerations, how they may fit with practice and that the purpose of all our work is to advance the social and economic well-being for children and families involved in public child welfare.

### **CSP301B Signs of Safety**

This two day workshop will cover the basic principles, skill, and tools of Sign of Safety (SofS). This will include, but not be limited to: A Signs of Safety overview and brief history; Appreciative Inquiry; The Questioning Approach; Harm and Danger Statements and Safety Goals; Three Houses, Safety House; Mapping; Safety Planning and Safety Networks.

### **CSP307C Bridging Our Understanding: American Indian Family Preservation**

This course, collaboratively written by Minnesota's 11 tribes, is designed to help child welfare professionals understand how cultural perspectives affect their work with American Indian children and families. The unique teaching approach intends to challenge non-Indian social workers to reconcile practice methods with the relational world view and cultural practices of American Indian tribes in Minnesota. Workers will gain knowledge of specific Tribal resources that are tribally-identified as fundamental to improving service development and delivery to American Indian families and children. Each course is presented by trainers and tribal representatives.

This three day course offers child welfare workers a comprehensive experience to gain awareness, understanding and improved practice skills for working with American Indian children and families. Participants are required to complete pre-course assignments prior to attending the first day of class. Participants are also required to complete assignments following the first and second class and prior to the third class. Eighteen training hours will only be given upon completion of all assignments and attendance at both classes in the same series at the same American Indian Reservation location. No partial credit hours will be given. Participants enrolled in Part 1 will automatically be enrolled in Part 2 and Part 3.

This course also addresses the disproportionate representation of American Indian children in the child welfare system. According to data collected by the Minnesota Department of Human Services, American Indian children are 6.5 times more likely to be reported as abused or neglected than Caucasian children. American Indian children represent 1.8 % percent of general child population; in comparison to children of all races in Minnesota, American Indian children represent 13.1 % of the children in out-of-home placement.

### **CSP307G Working Effectively with African American Families in Child Protection (two days)**

This course is co-written and trained by child protection workers and African American parents who have been involved in child welfare systems. The curriculum offers basic knowledge of socioeconomic and psychosocial issues facing African American families; including historical trauma. Participants will explore possible stereotypical views of African-American families involved in child protection and how it effects practice. Participants will have the opportunity to examine their beliefs, values and personal history to gain awareness of implicit biases, aversive racism and micro aggressions and how these impact their assessments and interventions with African American families. The opportunity to develop communication skills and cultural agility are offered.

### **CSP312A Promoting Trauma-Informed Practice**

During this two day training, child welfare workers will develop knowledge and understanding of the impact of trauma on the development and behavior of children. Participants will be able to identify strategies to support children and their families who have experienced trauma. Participants will gain knowledge on how and when to intervene in a trauma-sensitive manner and make strategic referrals. Participants will also understand the impact of secondary traumatic stress (STS) on child welfare workers and identify techniques for effective self-care.

### **CSP312B Secondary Traumatic Stress**

The development of secondary traumatic stress (STS) is recognized as a common occupational hazard for professionals working with traumatized children. Studies show that up to 50% of child welfare workers and from 6% to 26% of therapists working with traumatized populations are at high risk of secondary traumatic stress or the related conditions of PTSD and vicarious trauma. This course will help workers understand STS and how organizational characteristics and workloads create traumatic stress. Trainees will create improvement strategies that help and heal.

### **CSP314 GLBTQI: Responsive Child Welfare Practice**

Gay, lesbian, bisexual, transgender and queer/questioning (GLBTQ) youth and families live in all regions of the state and are often invisible to communities and institutions, including the child welfare system. Like all youth and families, GLBTQ youth and families have strengths and challenges, and are members of all racial and ethnic cultures, communities, and religious backgrounds. GLBTQ individuals have been subjected to historical discrimination and oppression, causing attendant challenges to their well-being. GLBTQ youth in out-of-home care are especially vulnerable to discrimination and stigma. This training is intended to increase the awareness, knowledge, skills and abilities of social workers and supervisors to work effectively with this unique population.

### **CSP318 Understanding Poverty and the Role of Child Welfare**

Data increasingly shows the role that poverty plays in child neglect and maltreatment. This class will help workers recognize the myths about poverty, and also understand how economic realities affect everyday living for the families they serve. Workers will gain an understanding of socioeconomic statistics, trends, and the impact of poverty in Minnesota and the United States, including poverty research and the ability to apply this knowledge to the practice of social work. Strategies will be presented for building effective communication to educate and to form relationships in order to assess, build and connect families to resources. In addition, effective strategies to positively impact the cycles of poverty will be introduced.

### **CSP319 Ethical Issues in Child Welfare**

The focus of CSP 319 Social Work Ethics VPC is learning to utilize key ethical principles to determine the ethicality of various courses of action in situations involving professional boundaries. These principles apply to the ethics codes of a number of professions. The general framework used is one which compares options and solutions in situations which involve "gray" areas. The presumption is that a single ethical principle or rule does not provide an answer.

