

New Employee Onboarding Guide



Foundations and
Field Requirements
Fall 2021



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Vermont Child Welfare Training Partnership (CWTP)

The Vermont Child Welfare Training Partnership is a partnership between The University of Vermont's School of Education and Social Services and The State of Vermont's Department for Children and Families (DCF). Through its non-degree program, VT-CWTP provides training for DCF staff who work with children and families, and to Vermont kinship, foster and adoptive parents. Your VT-CWTP team will provide you with timely, regularly scheduled training and coaching to support you in your professional development throughout your career with DCF.

For more information, please visit the VT-CWTP Website: <https://vermontcwtp.org/>
General questions about VT-CWTP can be directed to: cwtptraining@uvm.edu
Questions about Foundations or onboarding can be directed to Leslie.Stapleton@uvm.edu
Access our Training portal here: <http://training.vermontcwtp.org/>

Introduction to This Guide

This Guide is intended to help you successfully navigate new employee onboarding through to completion and to provide you with the foundational knowledge and skills needed to be ready for the assignment of a child welfare and/or youth justice caseload. We suggest you carefully review this Guide start to finish and work with your supervisor to create a plan of action.

We suggest you print this guide and keep it in a binder along with all of your other onboarding and Foundations documents.

Throughout this guide you will find light blue sections with check boxes. These are here to help you keep track of what you have completed.

<input type="checkbox"/> Example

Onboarding Requirements at a Glance

Onboarding at Family Services Division has 3 main components:

1. AHS-DCF Required Trainings
2. Virtual Foundations
3. Field Based Requirements

Each of these components are described in greater detail in this guide.

Orient Yourself to SharePoint

Visit the **FAMILY SERVICES DIVISION (FSD) SHAREPOINT** site. This is your central resource for everything from policy, practice guidance, forms, and letters: <https://vermontgov.sharepoint.com/sites/AHS-DCF/FSD/SitePages/Home.aspx>

First, click on the **WEBSITE TIPS** tab on the left-hand menu. Familiarize yourself with these tips, make the site your default homepage, and make a shortcut to this site on your desktop. Watch the 21-minute video on "How to Navigate the FSD SharePoint Site".

Watched “How to Navigate the FSD SharePoint Site”

Register for AHS-DCF Required Trainings

If you have not already done so, complete the State of Vermont (SOV) New Employee Orientation (NEO), which can be found at <https://humanresources.vermont.gov/training/new-employee>

I have completed the SOV New Employee Orientation

While in SharePoint, scroll to the **WORKFORCE DEVELOPMENT** tab (from menu on top bar) choose **TRAINING AND DEVELOPMENT** from the dropdown menu, then click **AHS LINC**. If you have not already been auto-enrolled, register for the next:

- **AHS New Employee Orientation**
- **DCF New Employee Orientation**
- **DCF-CWTP Foundations**
- **DCF-CWTP Court and Legal Skills Simulation Lab: Being an Effective Witness in Court ****

** You will be auto-enrolled in the Court and Legal Skills Simulation Lab when there is capacity. You cannot self-enroll for this course.

I have registered for these required AHS/DCF trainings

And complete these online trainings (found in SOV-LINC, not the CWTP Training Portal)

- **AHS HIPAA Training**
- **Protecting Vermont’s Children: Reporting Abuse and Neglect**
- **An Introduction to Trauma and Resilience**
- **AHS Domestic Violence Awareness Training**
- **Civility and Unconscious Bias in the Workplace**
- **Preventing and Addressing Sexual Harassment in the Workplace**

I have completed these required AHS/DCF trainings

Introduction to Virtual Foundations

In **Virtual Foundations** you will have the opportunity to deepen your learning through synchronous learning (think Zoom calls) & asynchronous learning (online work that can be completed at your own pace). You will meet your training and coaching specialists, connect with a cohort of fellow new hires, and learn from guest presenters in a synchronous online learning environment. In these synchronous sessions you will participate in small group discussion, have opportunities to ask questions, and to practice your skills through simulations. Below you will find the schedule for this next round of Virtual Foundations.

There are 12 modules spread out over the course of 8 weeks. Because most of the online courses are synched with live Zoom sessions, the courses are hidden from you until several days before the start of that module. While we understand the desire to work ahead and check off boxes, we want you to focus on just the topics of the week so your minds are fresh and focused.

Online Foundations and Module 1 will be open and available as of Monday, August 30, 2021 at 1:00 PM.

There are several online courses that are available year-round that you can take before the start of Foundations if you wish. They are:

- Motivational Interviewing and Solution-Focused Practice (suggest starting with this one)
- NCSACW: Substance Abuse for Child Welfare Professionals
- Safe and Together

You will find these located at **Stand-Alone Training Requirements**, under **Family Services Division Workforce**.

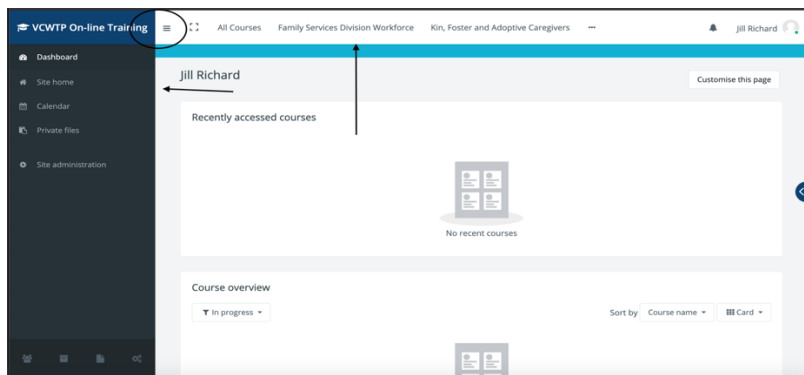
The enrollment key for Safe and Together is: **SafeandTogether-1**

CWTP Online Training Portal

In Fall 2020 we switched over to a new online learning portal. We call this “New Moodle” (as opposed to “Old Moodle”). You will find the CWTP online learning portal (you’ll hear us refer to it as Moodle or New Moodle) at <http://training.vermontcwtp.org/>

How to set up your E-Learning account:

1. If you already have an account in New Moodle, click “Log in”. Your login from the Old Moodle will not work. You have to create a brand-new account.
2. If you need to set up account on the new portal, click on “Register” using the prompt on left, about half-way down the page. You will then be prompted to add information to your account profile.
3. Please complete account setup by completing all user profile fields as instructed.
4. The next screen you see will look like this (if you don’t have the list of options in the black column click on the 3 small lines at the top left and this menu will open.



Note your username and password here:

Username: _____

Password: _____



CWTP Online Portal account created

Foundations Enrollment Key: **FoundationsFall2021**

Navigating the E-Learning site:

1. There are two ways to get to your courses:
 - a. Option #1: Click on **Family Services Division** at the top of the page or
 - b. Option #2: Click on **Family Services Division Training Opportunities** located directly below where you registered or logged on. This will take you to the Home Page for Workforce.
2. After clicking on **Family Services Division**, click on **Virtual Classroom** to access Virtual Foundations (available August 30, 2021)
3. There are some courses you can take in advance of the start of Foundations. Completing these early will make your Foundations weeks a bit more manageable. You will find these located at **Stand-Alone Training Requirements**, under **New Employee Training: Foundations for Family-Centered Practice**.
4. Once you have clicked on a course, you will find it on your dashboard for easy access the next time you log on.

Foundations Registration

New employees are auto-enrolled for Foundations through the SOV-LINC system. You and your supervisor will receive an email from SOV-LINC (the State of Vermont learning management system – LINC stands for Lead, Innovate, Navigate and Connect) notifying you of your enrollment.

Registered for Foundations

Participant Agreement

In order to support a positive, transparent, and accountable learning culture, we ask that you review the Participant Agreement prior to the start of Foundations, at which time we'll review it together and ask you to sign it. You will find it at the end of this Guide.

Signed Participant Agreement

Growing Justice, Equity, Diversity and Inclusive Conversations (JEDI)

Each week we will spend two hours together on Zoom integrating the current modules' Foundational content with anti-racist practices in child welfare. We will unpack issues of Justice, Equity, Diversity and Inclusion that touch our personal and professional lives. We will exercise the muscle of sitting together with curiosity and respect for differences and we will explore JEDI practice implications related to the week's materials.

Foundations Virtual Modules – Fall 2021

- **Orientation to Virtual Foundations – Monday, August 30, 2021 1:00 to 2:30 PM**
- **Module 1: Introduction - Week 1: Sept. 6 – Sept. 10, 2021**
- **Module 2: Engagement - Week 1: Sept. 6 – Sept. 10, 2021**
- **Module 3: Recognizing Child Abuse – Week 2: Sept. 13 – Sept. 17, 2021**
- **Module 4: Safety Assessment - Week 3: Sept. 20 – Sept. 24, 2021**
- **Module 5: Risk Assessment - Week 4: Sept. 27 – Oct. 1, 2021**
- **Module 6: Case Planning - Week 5: Oct. 4 – Oct. 8, 2021**
- **Module 7: Court and Legal Skills – Week 5: Oct. 4 – Oct. 8, 2021**
- **Module 8: Permanency - Week 6: Oct. 11 – Oct. 15, 2021**
- **Module 9: Youth Development – Week 6: Oct. 11 – Oct. 15, 2021**
- **Module 10: Domestic Violence and Substance Abuse – Week 7: Oct. 18 – Oct. 22, 2021**
- **Module 11: The Professional Self – Week 7: Oct. 18 – Oct. 22, 2021**
- **Module 12: Simulation Labs – Week 8: Oct. 25 - Oct. 29, 2021 (likely in-person)**

Foundations Learning Objectives and Topics

These can be found toward the end of this packet.

Virtual Foundations Homework and Worksheets

Each module has its own “homework packet”. This packet consists of homework that needs to be completed in advance of that module’s Zoom session, worksheets to be reviewed with your supervisor and any handout you will need to reference for our work together in our Zoom sessions.

Please print each module’s homework packet by the start of the module. We suggest you establish a Foundations binder to keep track of all of these papers.

You will not be expected to turn in your homework; it just needs to be completed prior to the Zoom sessions so you are prepared to talk about it and use it in small group conversations.

The Worksheets are intended to generate important conversations and develop ongoing learning plans with your supervisor. Since your supervisor cannot be with you in the classroom, worksheets are designed to be a prompt to dialogue with them about what you have learned; and give your supervisor an opportunity to guide your further learning in relation to your role, or your district’s specialized practices. We suggest you schedule weekly supervision with your supervisor during these 7 weeks to review these worksheets.

Again...

“homework” = bring to the Zoom sessions

“worksheets” = review with your supervisor



Created Foundations binder

Onboarding Field Requirements

Through **Foundations Fieldwork** you will gain experience through observation, peer mentoring, coaching, documentation, review and completion. You will begin to “learn the ropes”, ask questions and connect knowledge with practice.

Required field-based practice includes:

- FSW in Context
- Child Safety Interventions
- Court and Legal
- Ongoing Casework
- Youth Justice

FSW In Context – Safety Culture

Go to FSD SharePoint, click on **SAFETY CULTURE** from the top menu bar, choose **STAFF SAFETY** from the dropdown menu, and familiarize yourself with the policy, checklists, and other resources on that page.

I have reviewed the Safety Culture resources on SharePoint

FSW In Context - Job Shadows

Attend 2 Kin, Foster, and Adoptive Families (KFAF) trainings.

Training examples include: Virtual Learning Networks, Advanced Trainings, RPC+, Monthly Connections Series, or Adoptive Deeper Dives Training. Contact Jennifer.Jorgenson@uvm.edu for training dates, detail & links.

Date _____ Training _____

Date _____ Training _____

Interview 2 colleagues in your office in a role other than Family Services Worker in order to understand their role/responsibility and how to collaborate with them

Possible roles could be: Resource Coordinator, Diligent Recruitment Specialist, District Director, etc.

Date _____ Role/Name _____

Date _____ Role/Name _____

Attend one Multi-disciplinary Team or Act 264 Meeting. Review the Coordinated Service Plan (CSP) documentation and discuss it with your supervisor.

Date _____ MIS # _____ Supervisor Initials & Date _____

Attend a Permanency Meeting in your district and then discuss the process with your supervisor.

Date _____ Supervisor Initials & Date _____

- Interview a minimum of (3) Community Partners in order to understand the role of the agency and the connection/relationship they have to child welfare and youth justice work. Make sure one of these is a CFS Worker that serves your district office.

Possible partners to interview: States Attorney, Central Office Consultants, CFS contract staff, Youth Development Staff, local mental health agency staff, or Lund Substance Use Screener

You may want to discuss and plan how and when to complete this item with your supervisor.

Date _____	Agency _____	Name _____
Date _____	Agency _____	Name _____
Date _____	Agency _____	Name _____

Child Safety Interventions (CSI): Policy and Practice Review

Work with your supervisor to prioritize and schedule shadowing/coaching opportunities with colleagues and use these checklists to track your progress.

From FSD SharePoint, review:

- FSD POLICY** (Scroll to the **Other Links** section at the bottom of the page):

- Child Safety Interventions (policies 50-68)
- Placing Children and Youth (policies 90-98)
- Interstate Compacts (180-182)

- PRACTICE GUIDANCE:** Click on **Practice Areas** from the top menu bar, choose **Safety**, then **Child Safety Interventions**, scroll to **CSI Guidance & Checklists**

- Review all the resources up to the **Child Abuse Registry Brochure** (8 items)

- SDM:** In the **Databases & Portals** section (not found in the top menu bar), click on **SDM** (use your network login):

- Print the SDM Procedures Manual (click on **Policy & Procedures**, top right) and review the sections relating to the SDM Safety and Risk Assessments.
- Review the training PowerPoint regarding how to use the online SDM assessments (click on **Training**, top right)
- Open and familiarize yourself with the SDM Safety Assessment and SDM Risk Assessment online form (upper left-hand menu)

- REVIEW DOCUMENTATION OF 2 COMPLETE CHILD SAFETY INTERVENTIONS.** Discuss them with your Supervisor.

- Date(s) reviewed: _____ MIS# _____ Supervisor Initials & Date _____
- Date(s) reviewed: _____ MIS# _____ Supervisor Initials & Date _____

Child Safety Interventions (CSI): Job Shadows

Ideally, you should complete documentation of the shadowed activity to enhance your experiential learning. Documentation should then be reviewed by the assigned Family Services Worker and Supervisor before being included in case notes/the file. Requesting feedback on your documentation will also aid your learning.

SHADOWED 1 PICKUP ORDER/REMOVAL

Entered documentation; Reviewed by FSW or Supervisor

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

SHADOWED 1 EMERGENCY PLACEMENT

Entered documentation; Reviewed by FSW or Supervisor

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

CSI ASSESSMENT AND INVESTIGATION

Shadow 2 Child Safety Interventions (1 assessment and 1 investigation) from start to finish, if possible. If you are able to do so, note the MIS# here and keep track of the dates of the individual items below.

	Assessment	Investigation
<input type="checkbox"/> Child Safety Interventions From start to finish	MIS#: _____ Date Complete: _____	MIS#: _____ Date Complete: _____

If you are not able to shadow a case from start to finish, shadow each discrete task and record the MIS# and dates below. If you are following a case from start to finish, log the dates here.

Interviews

	Assessment	Investigation
<input type="checkbox"/> Commencement	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> Child(ren)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> Parent(s)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> Alleged Perpetrator(s)	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> Collateral(s)	MIS#: _____ Date: _____	MIS#: _____ Date: _____

Safety Organized Practice (SOP)

	Assessment	Investigation
<input type="checkbox"/> Initial Home Visit	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> SDM Safety Assessment	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> Safety Plan	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> Identification of Resources & Referrals	MIS#: _____ Date: _____	MIS#: _____ Date: _____
<input type="checkbox"/> SDM Risk Assessment	MIS#: _____ Date: _____	MIS#: _____ Date: _____

Transfer or Closure

	Assessment	Investigation
<input type="checkbox"/> Case Determination/IA Summary	MIS#: _____ Date Complete: _____	MIS#: _____ Date Complete: _____

Ongoing Casework: Policy and Practice Review

REVIEW THE FOLLOWING:

1. ONGOING CASEWORK POLICY:

- Case Records (Policies 41-42)
- Working with Youth and Families (Policies 69-77)
- Planning with Children and Families (Policies 121-126)
- Special Casework Issues (133-140)
- Coordinating with Others (150-158)

2. SDM:

- SDM Procedures Manual** – Review the sections relating to the SDM Risk Reassessment and Reunification Assessment.
- Open and Familiarize yourself with the **SDM Risk Reassessment and SDM Reunification Assessment online** forms.
- SDM Overview Matrix** – FSD SharePoint>Practice Areas>Safety>Structured Decision Making

3. PRACTICE GUIDANCE:

- Case Planning and Ongoing Assessment Guidance** – Practice Areas>Working with Families
- Engaging Fathers and Incarcerated Parents** – Practice Areas>Working with Families>Family Finding and Engagement
- Supports and Services Forms and Guidance** – Practice Areas>Working with Families
- Safety Planning Guidance & Tools** – FSD SharePoint>Practice Areas>Safety>Safety Planning
- Focus Areas** – Practice Areas>Safety>Focus Areas>Domestic Violence; Missing Children and Youth; Safe Sleep; Substance Use
- Permanency Forms and Guidance** – Practice Areas>Permanency
- Well-Being** – Practice Areas>Well-Being

4. DOCUMENTATION:

- Case Plan Template and Case Planning Supplemental Placement Information Form** – Practice Areas>Family>Case Planning Template

Ongoing Casework: Job Shadows

Ideally, you should complete documentation of the shadowed activity to enhance your experiential learning. Documentation should then be reviewed by the assigned Family Services Worker and Supervisor before being included in case notes/the file. Requesting feedback on your documentation will also aid your learning.

2 MONTHLY FACE-TO-FACE CONTACTS, including at least one in a foster/kin caregiver home

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

2 FAMILY-CENTERED MEETINGS such as: Family Safety Planning Meeting (FSP), Family Finding Meeting, Shared-Parenting Meeting

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

2 SDM RISK RE-ASSESSMENTS

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

1 FAMILY TIME COACHING SESSION (with *preference* given to Family Services Worker Observation)

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

2 SDM REUNIFICATION ASSESSMENTS

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

1 PLACEMENT CHANGE

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

DRAFT 1 CASE PLAN (partial or complete). Review and discuss with your Supervisor.

Date completed: _____ MIS# _____ Supervisor Initials & Date _____

Court and Legal Skills: Policy and Practice Review

REVIEW THE FOLLOWING:

1. POLICY:

- Working with Families in Court (Policies 80-88)
- Adoption and Guardianship Services (Policies 192-196)

2. DOCUMENTATION:

- Reasonable Efforts Affidavit AND Affidavit Template** – Resource Libraries (from left-hand menu)>Forms: Practice>Subject: Families
- CHINS Flow Chart AND Juvenile Hearings Overview** – Practice Areas>Working with Families>Court Guidance

Court and Legal Skills: Job Shadows

Ideally, you should complete documentation of the shadowed activity to enhance your experiential learning. Documentation should then be reviewed by the assigned Family Services Worker and Supervisor before being included in case notes/the file. Requesting feedback on your documentation will also aid your learning.

ATTEND 1 TEMPORARY CARE HEARING. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 MERITS HEARING. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 DISPOSITION HARING. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 PERMANENCY HEARING. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 TERMINATION OF PARENTAL RIGHTS (TPR) HEARING. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 CASE PLAN REVIEW. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

REVIEW 1 AFFIDAVIT and highlight relevant information. Discuss with Supervisor.

Date reviewed: _____ MIS# _____ Supervisor Initials & Date _____

DRAFT 1 AFFIDAVIT (complete or partial). Review and discuss with Supervisor.

Date completed: _____ MIS# _____ Supervisor Initials & Date _____

Youth Justice: Policy and Practice Review

This section is required only for those who will carry a youth justice caseload.

FROM FSD SHAREPOINT, REVIEW THE FOLLOWING:

1. POLICY:

Working with Adolescents and Justice-involved Youth (Policies 160-178)

2. PRACTICE GUIDANCE – Practice Areas>Youth:

- Case Planning and Services for Youth - Guidance
- Probation and Youthful Offender Forms and Guidance
- Woodside Forms and Guidance

Youth Justice: Job Shadows

ATTEND 1 DELINQUENCY HEARING. Review related documentation and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 YASI PRE-SCREEN ASSESSMENT INTERVIEW. Review YASI results and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

ATTEND 1 YASI FULL SCREEN ASSESSMENT INTERVIEW. Review YASI results and discuss with Supervisor.

Date shadowed: _____ MIS# _____ Supervisor Initials & Date _____

AND YOU ARE DONE!
CONGRATULATIONS

Participant Agreement



In my effort to demonstrate that I am open to learning, examining and practicing the knowledge and skills required of me in my new role I agree to the following guidelines:

I AGREE TO:

• ATTENDANCE (Virtual or In Person)

- Arrive on time in order to respect other participants, trainers, and to receive all necessary content
- Establish a private space for the Zoom sessions so I am able to fully focus and not be disruptive to the class
- Be present for the full session of training in order to receive full credit

• EXCUSED ABSENCES

- Seek approval from my Supervisor if I plan to be absent from training
- Notify the Foundations Training Coordinator of my absence

Note: No more than 3 absences from Foundations classroom training are allowed without exceptional circumstances.

• TRAINING WAIVERS

- Seek a waiver for any training content in which I feel knowledgeable and skilled so that the time and energy I spend in training is as relevant to my learning needs as possible

• ACTIVE PARTICIPATION

- Actively listen and participate in the classroom, as this allows for my best learning and supports the learning of the group

• CELL PHONES

- Attend to my cell phone sparingly, keep it on *silent*, and respond to messages only at breaks and lunch
- Let the Instructor know if I am expecting an urgent message or have an emergency

• PRE-REQUISITE WORK

- Complete pre-requisite work (homework) prior to the related training date to improve my understanding of the material and prepare for active classroom participation

• WORKSHEETS

- Complete all assigned worksheets and review them weekly with my supervisor

• If In-Person: SIGN-IN SHEETS

- Sign-in each day I'm present

If you do not sign in at a training you will not receive a Certificate of Completion and the training will not be listed on your Training Record even if you were present.

I UNDERSTAND THAT:

• **TRAINING EXPECTATIONS AND GROUP AGREEMENTS**

- I will be asked, along with the rest of my Foundations cohort, to create Group Agreements regarding how we can best support each other in our learning. We will use these Group Agreements as a learning contract.
- I will refer to these Agreements and/or let a VT-CWTP Training Coordinator know if something is getting in the way of group or individual learning.

• **CERTIFICATES OF COMPLETION**

- I will receive a Certificate of Completion electronically;
- I should keep my Certificates of Completion in a paper or electronic file;

• **TRAINING RECORDS**

- My registration for, and successful completion of, each training is recorded for future reference on SOV-LINC (classroom) and/or the VT-CWTP E-Learning Portal (online).

• **PERFORMANCE EVALUATION**

- My performance Evaluation is an essential tool that my supervisor and I will use to guide my professional development.
- A significant portion of my 6-month probationary Performance Evaluation will be based on participation in training and efforts to transfer learning into the field;
- My participation in classroom and on-the-job learning is an extension of my professional self;
- There is an established feedback process between VT-CWTP and each district office, which informs my Performance Evaluation and ongoing learning plan.

• **ONGOING COACHING AND FIELD-BASED PRACTICE**

- As I discover practice areas for which I'd like further individual, team, or full-staff professional development, I'll discuss with my supervisor and reach out to the VT-CWTP Training Coordinator (TC) in my District for support.

Participant Signature

Date



Email a signed copy of this to Cassie.Gillespie@uvm.edu

Approval for Caseload Assignment







FSW: _____ **Date of Hire:** _____

Supervisor: _____ **District Office:** _____

6-Month Performance Evaluation Due Date: _____

The Family Services Division is committed to an effective and sustainable onboarding process. In an effort to support employee retention and build the infrastructure for a positive learning culture, Supervisors will use the following guidelines to inform decisions about the pacing of case assignment for new Family Services Workers and balance the need to attend training with the workload demands on current staff.

There are a number of considerations for Supervisors and Directors when deciding the benefits of case assignment during the onboarding and probationary period, such as:

-  Readiness and confidence level of the individual employee
-  Ability of the Supervisor to allow protected training time for employee
-  Capacity of the team to cover the workload
-  Contribution to the employee’s learning and the 6-month evaluation process

If a Supervisor and Director determine that an FSW will benefit from case assignment at 2 months they may proceed with assignment request as follows:

Duration of Employment	Maximum # of Simultaneous Cases
0 – 2 months	No cases
2 – 4 months	2 cases
4 – 6 months	4 cases
6 months+ (prior to training completion)	6 cases

Provisional Caseload Assignment Approval
(plan for foundations requirement completion in place)


Final Caseload Assignment Approval
(Foundation requirements complete)


SEE BACK OF FORM FOR SIGNATURE


(Approval for Caseload Assignment Continued...)


All requirements must be completed by the 6-Month Evaluation.

The undersigned approve this request for provisional or final approval for caseload assignment. Ideally, the FSW, Supervisor and VT-CWTP Training Coordinator will discuss the FSW's onboarding experience within the 6-month probationary period and develop an Individualized Learning Plan for continued professional development.

 **Supervisor** reviews checklist with **FSW**, identifies next steps for training and development and submits request to **VT-CWTP TC** for signature, then for approval to the District Director.

 **District Director** reviews request with Supervisor, approves plan for employee training and development and submits request for signature to the Operations Manager.

 **Operations Manager** reviews request and proposed plan with District Director and provisionally approves/denies case assignment.

 **Operations Manager** scans final signature page to employee and emma.baird@uvm.edu for uploading to the employee training record.

Family Services Worker Signature

Date

Supervisor Signature

Date

District Director Signature

Date

VT – CWTP Training Coordinator Signature

Date

Operations Manager Signature

Date

Foundations Learning Objectives and Topics

Learning objectives describe what the learner should be able to achieve at the end of a learning period.

MODULE 1- INTRODUCTION

At the end of this module participants will be able to:

1. Understand how to navigate through Virtual Foundations;
2. Understand who CWTP is and how we fit into the FSD picture;
3. Examine the Vermont child welfare system, it's mission, vision, practice, principles and guidelines;
4. Become acquainted with the roles and responsibilities of those within the Division of FSD; and
5. Identify key federal laws and regulations that govern child welfare practice in VT.

Topics:

- ❖ Intro to Foundations Video
 - How to navigate through foundations
- ❖ Intro to Child Welfare Video
 - Child welfare history
 - Disproportionality, inequity and bias
 - VT Child Welfare Practice Model
 - Interdependence of Child Welfare Practice and the Law
 - Family engagement
 - Importance of data
- ❖ Intro to federal Laws & Regulations
 - CAPTA 1974 through Families First Prevention Services Act 2018
- ❖ Vermont Family Services Video
 - an overview of the roles and responsibilities of the Division of Family Services
 - A review of the KFAF Team at CWTP and the caregivers they support
 - Love is Never Wasted video w/reflection exercise
 - FSD's mission, values and principles
 - Initiatives that support FSD's mission and values (Family Finding, Diligent Recruitment...)
 - Intros to RLSI, CIES and Resource Coordinators
 - Vermont's Report on Child Protection 2018 and
 - Vermont's Strategic Plan
 - VT Data

MODULE 2- ENGAGEMENT

At the end of this module participants will be able to:

1. Identify the four phases of the casework process;
2. Describe the purpose of the Interactional Skills and how to use them;
3. Identify the Interactional Skills used in each of the four phases;
4. Describe the types of information associated with the 3 Ws;
5. Identify an appropriate plan and strategy for conducting a quality interview of a child, according to the child's chronological and emotional development and special conditions;
6. Identify an appropriate plan and strategy for conducting quality interviews of custodial and non-custodial caregivers; and
7. Identify strategies for engaging absent parents with particular emphasis on absent fathers.

Topics:

- ❖ Online Course: Motivational Interviewing & Solution Focused Skills
- ❖ Engagement Video Part 1
 - Introduction to the Interactional Helping Skills Model
 - Tuning in to Self and Others
 - Clarifying Purpose & Role
 - Dealing with Issues of Authority
- ❖ Engagement Video Part 2
 - Reaching for Feedback
 - Questioning
 - Using Interactional Skills in Individual Interviews
 - Preparing for the Interview
 - Interviewing Approaches

MODULE 3- RECOGNIZING & REPORTING CHILD ABUSE

At the end of this module participants will be able to:

1. Identify the four phases of the casework process;
2. Describe the purpose of the Interactional Skills and how to use them;
3. Identify the Interactional Skills used in each of the four phases;
4. Describe the types of information associated with the 3 Ws;
5. Identify an appropriate plan and strategy for conducting a quality interview of a child; according to the child's chronological and emotional development and special conditions;
6. Identify an appropriate plan and strategy for conducting quality interviews of custodial and non-custodial caregivers; and
7. Identify strategies for engaging absent parents with particular emphasis on absent fathers.

Topics:

Part 1: Child Development: Foundations and Frameworks

- Healthy Development
- Brain Architecture
- Serve & Return
- Role of Optimal Stress & Developmental Screening
- CDC Milestone Tracker
- Science of Neglect
- Policy 78
- Healthy Sexual Development 1 & 2

Part 2: Child Abuse and Neglect

- UVM Child Safe Team Lecture (Metz, Wagner, Rafuse)
- Child Safe Program at UVM
- DCF Case Consults
- Biases – confirmation, availability; racial
- Sentinel injuries: Bruising, intraoral, TEN-4 decision rule
- Child sexual abuse: data, risk factors, grooming, impact on non-offending caregiver, why children reluctant to tell, optimal conditions for disclosure, assessing sexual behaviors, physical and behavioral signs,
- Child Sexual Assault and Forensic Medical Exam
- Types of Neglect
- Abusive Head Trauma
- Mimics of Abuse
- Burns
- Photo Documentation Tips
- Child Protector App

Part 3: Normative Sexual Development/Trafficking

- Normative Sexual Development and Behaviors and Red Flags
- Human Trafficking

MODULE 4- SAFETY ASSESSMENT

At the end of this module participants will be able to:

1. Discuss Safety Organized Practice and recognize essential components;
2. Identify and locate relevant Statutes & Policies related to Child Safety Interventions;
3. Describe various CSI case typologies;
4. Define SDM and articulate the purpose of the SDM Safety Assessment;
5. Perform a SDM Safety Assessment; and
6. Complete an SDM Safety Plan

Topics:

Part 1- CSI Policy & Practice Overview

- ❖ SOP
 - SOP in SharePoint
 - SOP – FSD Practice Model in Action
 - SOP – Cognitive Framework
- ❖ CSI
 - Differential Response
 - Assessment and Investigation
 - Track Assignment
 - Policy/Practice Overview (Policies 50 - 52)

Part 2- Structured Decision-Making Safety Assessment

- ❖ SDM overview
 - Safety Assessment
 - Safety Planning
- ❖ History of Family Finding Podcast
- ❖ Building Strong Networks/Circles of Support
- ❖ Live Zoom- Safety Assessment (6-hour Interactive live day)
 - DCS Overview
 - Case Scenario & Practice Working through the Safety Assessment
 - Intro to SDM Safety Planning
 - Case Scenario & Safety Planning Practice Activity
 - Network building
 - Network Building & Safety Planning Worksheet

Part 3 – Safety House/3 Houses/FSP/Circle of Safety

MODULE 5- RISK ASSESSMENT

At the end of this module participants will be able to:

1. Identify and locate relevant Statutes & Policies related to Child Safety Interventions;
2. Define SDM and articulate the purpose of the SDM Risk Assessment;
3. Perform a SDM Risk Assessment;
4. Discuss the utility of crafting clear Danger Harm and Risk Statements focused on Risk/Harm;
5. Practice developing Danger/Harm and Risk Statements;
6. Analyze what makes clear and effective statements; and
7. Generate a learning plan for delving deeper into applying their knowledge and experience in creating Danger/Harm and Risk Statements with the families with whom they work.

Topics:

Part 1- CSI Policy & Practice Overview

- ❖ CSI- Policy/Practice Overview (Policies 52 & 56)

Part 2- Structured Decision-Making Risk Assessment

- ❖ SDM overview video
 - Risk Assessment tool
 - Policies and timelines
 - Risk vs. Danger
- ❖ Live Zoom- Risk Assessment (6-hour Interactive live day)
 - Case Scenario & Practice Working through the Risk Assessment
 - Case Scenario & Practice Working through the Risk Reassessment
 - Working the case- what to do with risk items?

Part 3- Danger Harm & Risk Statements

- ❖ Live Zoom- Danger Harm & Risk Statements (6-hour Interactive live day)
 - Overview: Purpose & Structure
 - Application- Case Scenarios Small Group Practice D/H
 - Application- Case Scenarios Small Group Practice R/S
 - Using your statements through the life of a case

MODULE 6- CASE PLANNING

At the end of this module participants will be able to:

1. Identify and locate Case Planning policies;
2. Practice Technical Case Planning skills: building case plan goals, and documenting home visits and F2F contacts;
3. Practice Adaptive Case Planning skills: using behaviorally descriptive language and creating SMART goals;
4. Recognize the components of FSD's Case Plan template;
5. Analyze the benefits of Network Building as it relates to permanency; and
6. Assess the connection between the values and objectives of Family Finding, SDM tools, SOP and Permanency.

Topics:

- ❖ Online course:
 - Behaviorally-based case plans
 - Online Case Plan Writing and Case Notes Skills Course
 - Review of Case Planning Practice Guidance on SharePoint
 - Case Planning Objectives and Action Steps
 - Introduction to SMART Goals and BX descriptive language
 - Review of Case Plan Template
 - Components of a Case Note; documentation
 - Policies 69, 122, 157, and 41
 - Case Scenario Vignettes and Case Notes assignment
- ❖ Homework: Practice SMART Goals & Bx language.
- ❖ Intro to the CFS Services
- ❖ Zoom: Live Day:
 - Part 1- Adaptive (Case Planning- Bx descriptive goals)
 - What's behind the actual harm or the action?
 - Small Group Practice- Develop risk statement & action steps.
 - Small Group Practice- ensuring BX descriptive language & SMART goals.
 - Inclusion of family/child/youth voice.
 - Link to SDM tools and enhanced practices
 - Candidacy & reasonable efforts
 - Part 2- How to use your Case Plan after it is written?
 - Small group Practice- Ongoing assessment.
 - Small Group Practice- Case Notes & ongoing documentation.
 - Reunification Tool
 - Candidacy & reasonable efforts in ongoing Assessment.

MODULE 7- WORKING WITH COURTS

At the end of this module participants will be able to:

1. FSW's will practice articulating their own decision making to the court;
2. FSW's will explore and demonstrate understanding of their own role in court and everyone else's role;
3. FSW's will understand and utilize best practice for building a strong case in court; and
4. FSW's will review federal and state legal policy framework used to ensure child safety and permanency.
5. FSWs will understand the trauma that led to and the purpose of ICWA and be able to apply the act to child welfare practice in Vermont.
6. FSWs will develop the skills to write effective Affidavits.

Topics:

Part 1 – Working with Courts:

- ❖ Live Zoom with Tom Allingham (2 hours) Overview
 - Court Flow, responsibilities and how to prep
 - Court Responsibilities
 - ICWA
- ❖ Activity: Practice introducing themselves to the Court

Part 2 – Affidavits:

- ❖ Purpose of an Affidavit
- ❖ How to begin and end an affidavit
- ❖ Efficiency, thoroughness, professionalism, objectiveness, common mistakes, generalness, opinions, insensitive language, things to avoid, quoting exact words, paraphrasing
- ❖ Organizational tips, executive summary, headings, bullets
- ❖ What must be included
- ❖ Activity: Critique of Affidavit examples from the field w/suggested edits based on the learning
- ❖ Activity: Practice Writing Executive Summary for LaChance case example.

MODULE 8- PERMANENCY

At the end of this module participants will be able to:

1. Comprehend the urgent need for permanence, the negative impact on permanency on children, youth, and families, and the importance of achieving and sustaining permanence for healthy development;
2. Identify timeframes established in law to achieve timely permanence;
3. Identify and execute teaming and family engagement strategies that support timely permanence;
4. Appreciate the importance of engaging families and young people in planning for permanency;
5. Understand how risk and protective factors increase a youth's vulnerability and resilience; and
6. Describe the continuum of available formal and informal post-adoption and guardianship services to meet family needs.

Topics:

Intro to Permanency

- ◆ What is Permanency and why it matters; Goals for Permanency
- ◆ VT Permanency Principles/Philosophy/Practice
- ◆ Value of concurrent planning
- ◆ VT Permanency Position Paper

Imaginary Journey

- Explore the feelings and needs of a child removed from their home and placed in foster care and strategies to minimize the traumatic effects of placement and prepare for a return home.

Good Permanency

- Factors associated with increased well-being and stability in out-of-home placements and those that negatively impact placement stability

Risk and Protective Factors

- Identifying risk and protective factors that influence successful placements or cause discontinuity in Vermont

Permanency Outcomes

- Five permanency outcomes in VT; benefits and barriers of each
- Practices that support reunification in Vermont
- Adoption flow in VT
- PACAs
- Personal biases related to supporting permanency outcomes, specifically reunification and reinstatement.

Kinship Intro

- Why kinship care is the preferred option for permanency
- Types of kinship arrangements in Vermont
- Unique challenges of kinship caregivers
- Exploring the reasons behind the Facts about Kinship Care in Vermont and developing strategies to address them
- How to engage a caregiver about the importance of permanency and assess their willingness to adopt

Permanency Planning

- Vermont's definition of "Best Interests of the Child"
- "Reasonable efforts" to ensure permanency
- Concurrent planning to support the achievement of timely permanence/best interests of child
- Teaming and family engagement strategies that support timely permanence;
- Planning goals for permanence: at entry into care, youth-driven, family-focused, culturally competent, continuous, and approached with the highest degree of urgency
- Case consults and permanency meetings

Permanency for Youth

- What Permanency means to youth

- Reasons Youth have difficult establishing permanency
- Outcomes of youth who “age out” of foster care
- Connecting youth with networks prior to aging out of foster care
- Importance of relationships in helping people recover from trauma
- Difference between Independence and Interdependence
- Values that inform the policies, programs and practices that support youth in care
- Reasons why youth say no to adoption and ways to engage and involve them in their own permanency planning
- Youth’s desire to reconnect with family

Networking Tools

- Genogram, Eco-map, Circles of Safety, Network Grid

Project Family

- Overview

Post-Permanency Services

Policies 85, 92, 195, 125

MODULE 9- YOUTH DEVELOPMENT

At the end of this module participants will be able to:

1. Differentiate types of at risk and justice-involved youth cases and jurisdictions;
2. Gain foundational knowledge about the juvenile justice system in Vermont;
3. Become familiar with services and supports for adolescents, particularly those for youth transitioning to adulthood;
4. Learn policy 160 and 176 and its meaning for working with youth;
5. Understand youth experiences within the Vermont Child Welfare system; and
6. Identify characteristics of at risk and trafficked youth; how and why youth become vulnerable.

Topics:

- ❖ At-Risk and Justice-Involved Youth
- ❖ Positive Youth Development
- ❖ Working with Adolescents
 - Policy 160: Supporting Youth in Custody, Affirming LGBTQ Children and Youth, Statewide Community-based Services for Youth, Normalcy
- ❖ Into to YDP
- ❖ Panel discussion w/YDP, YJ FSW, BARJ
- ❖ Commercial Sexual Exploitation of Children

MODULE 10- SUBSTANCE ABUSE & DOMESTIC VIOLENCE

At the end of this module participants will be able to:

1. Understand intersections between child maltreatment and domestic violence as they relate to child safety assessment, case planning and family well-being in Safe & Together framework;
2. Recognize how gender-based violence exists in a social context and how our values and experience may impact our work/expectations for mothers and fathers in our cases; and
3. Understand how to access the FSD DV Unit for consultation.
4. See NCSACW description below for learning objective for Substance Abuse

Topics

Part 1- Domestic Violence

- ❖ Domestic Violence LIVE Zoom: (3 hours)
- ❖ Online Course: Safe & Together Course # 1
- ❖ Using the Safe and Together model: Scripts for Supervisors- talking with Family Services Workers about engaging fathers who use battering behaviors.
- ❖ Coercive Control during COVID-19: New Tactics video
- ❖ TED Talk – A Call to Men (re: about the “Man Box” men are raised to live in)

Part 2- Substance Abuse

- ❖ Online Course: NCSACW: Tutorial #2
 - Understand substance use and co-occurring disorders.
 - Identify when substance use is a factor in a child welfare case.
 - Learn strategies for engaging parents and families in services.
 - Understand potential effects for the parent, children, and caregivers.
 - Learn the importance of collaboration within a system of care. Through a deeper understanding of these topics, child welfare workers can apply knowledge gained to their casework and improve their own practice.
- ❖ Review- Policy 65

MODULE 11- THE PROFESSIONAL SELF

At the end of this module participants will be able to:

1. Apply the strength-based, solution-focused perspective presented in Foundations to their professional development;
2. Identify how trauma-informed care can be used in self-care;
3. Recognize how to use critical thinking in the formation of professional ethics, ongoing professional development process and decision making;
4. Understand the concept of safety culture and Team as Secure Base;
5. Learn about specific safety culture practices (eg. SBAR, Huddles, Staff Safety Consults, Mandatory Consults on Serious Physical Injury Cases, Consults with DV Specialists); and
6. Explore the concept of professional dangerousness, and practices that protect.

Topics:

Professional Self

- ❖ Personal (physical and emotional) safety
- ❖ Secondary Traumatic Stress
- ❖ Effective ways of coping
- ❖ Work-life balance
- ❖ Managing time
- ❖ Tips to reduce stress
- ❖ Ethical considerations and dilemmas
- ❖ Bias
- ❖ Developing professional goals
- ❖ Preparing for Career Permanency
- ❖ Safety culture; team as secure base; huddles

Personal Safety w/Shannon Morton

- ❖ Safety Culture (safety science, balance, mindful organizing, psychological safety, concepts & practices in use)
- ❖ 4 As
- ❖ De-escalation
- ❖ Gift of Fear/Intuition
- ❖ Safe Signal
- ❖ Home visiting

MODULE 12- SIMULATIONS

At the end of this module participants will be able to:

1. Participant will conceptualize substantive issues (culture, mental/physical health, substance use, neglect) to understand and prepare for a practice scenario;
2. Participant will identify implicit bias in initial conceptualization of scenario and how that might affect assessment, engagement and intervention;
3. Participant will demonstrate baseline competency and skills in all areas of child safety intervention; and
4. Participant will utilize observed practice, focused feedback and guided reflection to enhance their practical skills, knowledge, critical thinking and self-regulation.

Topics:

Before the Simulation:

- ❖ Homework: Review Case Scenario & Complete Prep Work

During the Simulation:

- ❖ Each Simulation Lab will follow the same structure:
 - ✓ A large group introduction
 - ✓ Break outs in small practice groups
 - Huddle
 - Practice
 - Debrief the scenario and give feedback

Return to large group for a debrief

After the Simulation:

- ❖ Worksheet: Reflection w/ supervisor

The learning objectives for each of the 4 labs are as follows:

Sim lab #1:

- ✓ Participant will identify key issues in a referral or a case transfer to address at initial contact with caregivers and child/youth
- ✓ Participant will practice engaging (rapport building, being transparent, using solution-focused questions) with all caregivers and children/youth at the start/commencement of a case
- ✓ Participant will practice in-vivo assessment for safety of child/youth using SDM and environmental cues
- ✓ Participant will create safety plans with family

Sim lab #2:

- ✓ Participant will utilize ecomaps, genograms and circles of safety and support with all caregivers and child/youth to widen their network
- ✓ Participant will facilitate a collaborative conversation with network members
- ✓ Participant will use the suitability assessment with network member
- ✓ Participant will increase situational awareness and self-regulation and identify and learn to mitigate worker safety concerns

Sim lab #3:

- ✓ Participant will identify risk statements and objectives to be addressed in case planning using SDM risk assessment
- ✓ Participant will create case plan goals and strategies with family and child/youth
- ✓ Participant will collaborate with professionals across disciplines to support best interest of the child/youth
- ✓ Participant will use FSDnet to document case notes

Sim lab #4:

- ✓ Participant will identify progress on case plan goals with caregivers
- ✓ Participant will discuss reunification assessment with caregivers
- ✓ Participant will create after-care plans with caregivers and child/youth.

** the structure of the Simulations Labs is subject to change.

Schedule of Zoom Dates and Accompanying Pre-Work Fall 2021

Links can be found in the virtual classroom. These dates/times are subject to change.

Weeks 1- 8: Sept. 6, 2021 through October 29, 2021

** Adding 3 hours onto each week as students report the pre-work time estimates are way too short.

Orientation

- ✓ **Monday August 30, 1:00 to 2:30 PM – 1.5 hours**
 - Recommend starting Modules 1 and 2 this week
 - Recommend completing Motivational Interviewing online course this week – 3 hours
 - Recommend completing NCSACW Substance Use Disorder online course this week - 4.5 hrs
 - Recommend completing Safe and Together online course this week – 2 hours

Week 1 – Modules 1 & 2

4 ½ hours pre-work

- ✓ **Mod 1 Intro to Foundations – Tues, Sept. 7, 1:00 to 3:30 2.5 hours**
 - ✓ **JEDI #1 – Wednesday, Sept. 8, 9:00 AM to 11:00 AM 2 hours**
2.5 hours pre-work or 5.5 if including MI online course
 - ✓ **Mod 2 Engagement Zoom 1 – Thurs, Sept. 9, 9:00 to 11:30 AM 2.5 hours**
3 hours pre-work
 - ✓ **Mod 2 Engagement Zoom 2 – Fri, Sept. 10, 9:00 to 11:30 AM 2.5 hours**
2 hour supervision/worksheet
- Total = 24.5 hours or 27.5 hours with MI course

Week 2 – Module 3

4 hours pre-work

- ✓ **Mod 3 Child Development –Tues, Sept. 14 9:00 to 11:30 AM 3 hours**
 - ✓ **JEDI #2 –Wednesday, Sept. 15 1:00 to 3:00 PM 2 hours**
2.5 hours pre-work
 - ✓ **Mod 3 Child Abuse & Neglect –Thurs, Sept. 16, 10:00 AM to 12:00 PM 2 hours**
 - ✓ **Mod 3 Recognizing Child Abuse - Thurs, Sept. 16, 1:00 to 3:30 PM 2.5 hours**
1 hour pre-work
 - ✓ **Mod 3 Sexual Abuse/Trafficking – Fri, Sept. 17, 9:30 AM to 12:30 PM 3 hours**
3 hours supervision/worksheets
- Total = 26 hours (32-hour week b/c of DCF Orientation)

Week 3 – Module 4

- ✓ AHS Orientation, Mon. Sept. 20, 9:00 AM to 12:00 PM
5 hours pre-work
 - ✓ Mod 4 Safety Assessment –Wed, Sept. 22, 9:00 AM to 12:00 PM & 1:00 to 3:00 PM 5 hours
 - ✓ JEDI #3 – Tuesday, Sept. 21, 9:00 to 11:00 AM 2 hours
2 hours pre-work
 - ✓ Mod 4 Safety Assessment (safety house/3 houses/FSP) Thurs, Sept. 23, 9:00 to 9:30 (group work 9:30 to 12) 3 hours
 - ✓ Mod 4 Safety Assessment (safety House/3 houses/FSP) Thurs, Sept. 23, 1:00 to 3:00 PM 2 hours
2 hours supervision/worksheet
- Total = 24 hours

Week 4 - Module 5

- 2 hours pre-work
 - ✓ Mod 5 Zoom 1 Risk Assessment – Tues. Sept. 28, 9:30 AM to 3:00 PM 4.5 hours
 - ✓ JEDI #4 – Wednesday, Sept. 29, 9:00 to 11:00 AM 2 hours
30 min pre-work
 - ✓ Mod 5 Zoom 2 Danger & Risk Statement – Thurs, Sept 30, 9:30 AM to 3:00 PM 4.5 hr
2 hours supervision/worksheet
- Total = 18.5 hours

Week 5- Modules 6 & 7

- 2 hour pre-work
 - ✓ Mod 6 Case Notes Lab –Mon Oct. 4, 10:00 to 11:30 AM 1.5 hours
2 hours pre-work; 1.5 hour post-work
 - ✓ Mod 7 Affidavit Writing – Tues, Oct. 5, 10:00 AM to 12:00 PM 2 hours
 - ✓ JEDI #5 – Wed. Oct. 6, 9:00 to 11:00 AM 2 hours
4 hours pre-work
 - ✓ Mod 6 Case Plan Process – Wed, Oct. 6, 1:00 to 3:30 PM 2.5 hours
1.5 hours pre-work
 - ✓ Mod 6 Case Plan Writing – Thurs, Oct. 7, 1:00 to 4:00 PM 3 hours
1 hour pre-work; 1 hour post-work
 - ✓ Mod 7 Working with Courts, Fri Oct. 8, 9:00 AM to 12:00 PM 3 hours
2 hour supervision/worksheet
- Total = 30 hours (32-hour week b/c of holiday)

Week 6 – Modules 8 & 9

- 5 hours pre-work
- ✓ Permanency Part 1 – Tues Oct. 12, 9:00 to 11:30 AM 2.5 hours
- ✓ JEDI #6 – Wednesday, Oct. 13, 9:00 to 11:00 AM 2 hours
2.5 hours pre-work
- ✓ Permanency Part 2 – Wed. Oct 13, 1:00 PM to 3:30 PM 2.5 hours

2.5 hours pre-work

- ✓ Youth Justice w/Lindy and panel – Thurs Oct. 14, 10:00 AM to 12:00 PM- 2 hour
30 min pre-work
- ✓ YDP Youth Panel, Fri Oct. 15, 10:00 to 11:00 AM 1 hour
2 hours supervision/worksheet

Total = 20.5 hours

Week 7 – Modules 10 & 11

1 hour pre-work (plus 2 Safe&Together)

- ✓ Mod 10 DV – Tues, Oct 19, 9:00 AM to 12:00 PM 3 hours
3 hours pre-work
- ✓ Mod 11 Staff Safety w/Shannon Morton – Wed. Oct. 20 1:00 to 4:00 PM 3 hrs
- ✓ JEDI #7 – Thurs Oct. 21, 1:00 to 3:00 PM 2 hours
1 hour pre-work
- ✓ Mod 11 Professional Self Fri Oct 22, 9:00 to 11:30 AM
NCSACW Substance Use Disorder Training (If not completed earlier) - 4.5 hrs
Supervision/Worksheet 2 hours

Total = 16 hours (22.5 w/Safe&Together and NCSASW)

Week 8 – Module 12: Simulations

2 hours pre-work

- ✓ Simulation #1 – Mon. Oct 25, 9:00 AM to 12:00 PM 3 hours
2 hours pre-work
- ✓ Simulation #2 – Tues Oct 26, 9:00 AM to 12:00 PM 3 hours
2 hours pre-work
- ✓ Simulation #3 – Wed Oct 27, 9:00 AM to 12:00 PM 3 hours
2 hours pre-work
- ✓ Simulation #4 – Thurs Oct 28, 9:00 AM to 12:00 PM 3 hours
2 hours Supervision/Worksheet

Total = 25 hours

** Sim Labs may be full day and in-person, likely Tuesday through Thursday of this week. TBD