



Western Ohio  
Regional Training Center

### On-Going In Person Caseworker Training –January, February, and March 2025

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>An Overview of Amish Culture for Child Protection Professionals</b>	17455	Wednesday January 22 <sup>nd</sup> 9:00 - 4:00	Luella Gilbert	Logan County CSB 1855 State Route 47 West, Bellefontaine
<b>Trauma-Informed Care: The Neuroscience of Trauma and Resilience</b>	18317	Tuesday January 28 <sup>th</sup> 9:00 – 4:00	Faye Perkins	WORTC 1312 Research Park Drive, Dayton
<b>Substance Abuse: Its Effects on Children and Families</b>	18318	Friday January 31 <sup>st</sup> 9:00 – 4:00	David Zidar	Shelby County DJFS 227 South Ohio Street, Sidney
<b>Working with Parents of Limited Cognitive Functioning</b>	18117	Friday February 14 <sup>th</sup> 9:00 – 4:00	Jody Johnston Pawel	WORTC 1312 Research Park Drive, Dayton
<b>Street Smart Ohio: Substance Abuse Awareness and Recognition for Child Welfare Professionals</b>	18341	Thursday February 20 <sup>th</sup> 9:00 – 4:00	Shawn Bain	Montgomery County Department of Job and Family Services, Haines Building, 3304 N Main St, Dayton
<b>Secondary Traumatic Stress: The Professional in Distress</b>	18319	Friday February 21 <sup>st</sup> 9:00 – 4:00	Ruby Johnston	Shelby County DJFS 227 South Ohio Street, Sidney
<b>Overview of Medication-Assisted Treatment (MAT) in Substance Abuse</b>	18340	Wednesday March 5 <sup>th</sup> 9:00 – 4:00	Maureen Keating	Champaign County DJFS 1512 S. US Highway 68, Urbana
<b>Address the Stress: Secondary Trauma in Child Welfare</b>	14725	Friday March 7 <sup>th</sup> 9:00 – 4:00	Lauri Wolfe	Allen County CSB 123 W. Spring St, Lima
<b>Gender Identity: Increasing Skills When Working with Gender Diverse or Transgender Youth and Families</b>	18342	Tuesday March 18 <sup>th</sup> 9:00 – 4:00	Susan Kautz	WORTC 1312 Research Park Drive, Dayton
<b>Adverse Childhood Experiences and Effects on Brain Architecture</b>	18343	Wednesday March 19 <sup>th</sup> 9:00 – 4:00	Susan Kautz	WORTC 1312 Research Park Drive, Dayton



Western Ohio  
Regional Training Center

**On-Going Virtual Caseworker Training – January, February, and March 2025**

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Trauma: Unresolved Trauma Can be a Monster of Pain and Fire</b>	18147	Wednesday January 8 <sup>th</sup> 9:00 – 4:00	Linda Davis	Zoom
<b>How to Identify and Address Microaggressions in Today's Climate</b>	18149	Thursday January 9 <sup>th</sup> 9:00AM– 12:15PM	Dan Houston	Zoom
<b>Affirming Transgender, Gender Non-Conforming/Non-Binary (TGNCNB) Youth</b>	18141	Tuesday January 14 <sup>th</sup> 1:00 – 4:00	Cory Fredrick	Zoom
<b>Fentanyl Use in America: Playing with Poison</b>	18150	Thursday January 23 <sup>rd</sup> 9:00 – 4:00	Brian Bethel	Zoom
<b>Building and Maintaining Boundaries</b>	18151	Tuesday February 4 <sup>th</sup> 9:00 – 2:30	Lauri Wolf	Zoom
<b>Developing the Next Leader: A Planning Guide for Supervisors</b>	18152	Tuesday February 11 <sup>th</sup> 1:00 – 4:00	Diana Hoover	Zoom
<b>Working with Youth at Risk for Human Trafficking</b>	17279	Wednesday February 12 <sup>th</sup> 9:00 – 4:00	Russelle' Pratt	Zoom
<b>Trauma-Informed Supervision</b>	18153	Thursday February 13 <sup>th</sup> 9:00 – 12:00	Kristine Buffington	Zoom
<b>Effective Trial Testimony in a Termination of Parental Rights Hearing</b>	18154	Tuesday February 18 <sup>th</sup> 9:00 – 4:00	Katy Mercer	Zoom



Western Ohio  
Regional Training Center

**On-Going Virtual Caseworker Training – January, February, and March 2025**

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Cowboy Ethics: What can Marshall Dillon and the Cartwrights Teach Counselors and Social Workers about Ethics?</b>	18142	Thursday February 27 <sup>th</sup> 9:00 – 12:15	Linda Davis	Zoom
<b>Is Poverty Culture? Strategies for Working with Families Living in Poverty</b>	18155	Tuesday March 4 <sup>th</sup> 9:00 – 4:00	Dan Houston	Zoom
<b>Fetal Alcohol Spectrum Disorders: A Hidden Struggle</b>	18144	Monday March 10 <sup>th</sup> 9:00 12:00	Karen Chennells	Zoom
<b>Addressing Reoccurring Mental Health Issues in Families</b>	18156	Thursday March 20 <sup>th</sup> 9:00 – 4:00	Linda Davis	Zoom

## **Training Descriptions**

### **An Overview of Amish Culture for Child Protection Professionals**

This training will provide an overview of Amish culture from an individual who lived the experience as a member of the Amish Community. The different types of Amish will be explained along with a fact vs. fiction discussion. This training will also look at how Amish view marriage, church, physical and sexual abuse. Finally, this training will look at Amish and the child protection system and will use case scenarios to help learn how to engage and work with Amish families in all facets of the child protection system, from intake to placement, in the hopes of better serving this population. This training provides the ability to view the culture from the inside out due to the trainer's personal experience.

### **Trauma-Informed Care: The Neuroscience of Trauma and Resilience**

Participants will learn about the individualized nature of trauma, and how our clients' trauma responses can present as myriad maladaptive behaviors or symptoms. Using Dr. Bruce Perry's Neurosequential Model of Therapeutics and an orientation to Developmental Trauma, trauma will be explained from a biological perspective as well as an emotional one. We will learn how the brain is shaped by life experiences and discuss neuroplasticity in the context of both trauma and resilience. Participants will learn the importance of assessing for trauma to ensure trauma-responsive interventions and how to teach families about the impact of trauma on behavior, emotions, thinking, and relationships. They will learn how to deliver Trauma-informed care in their interactions with clients and will learn how to enhance resilience for both clients and themselves.

### **Substance Abuse: Its Effects on Children and Families**

Substance use and abuse is epidemic. Drug use among families that are working with public child welfare agencies is higher than that of non-public child welfare families. The goal of this class is to provide to participants the language and understanding of the origins of substance use, treatment options, multi-generational patterns, and outcomes. Participants will also explore examples of the development of alternative activities to drug use.



## **Working with Parents of Limited Cognitive Functioning**

In this highly interactive workshop, we discuss how to identify and meet the special needs of parents with three types of cognitive limitations: learning disabilities, mental health issues, and developmental delays. We share service options and available resources, discuss special case planning issues, and explore what parenting skills these parents may have difficulty learning. Then we apply what we've learned to real life and case studies.

## **Street Smart Ohio: Substance Abuse Awareness and Recognition for Child Welfare Professionals**

Street Smart Ohio realizes that substance use affects so many Ohio families. Ohio is experiencing record numbers of overdose deaths, so now more than ever, it is important that anyone with a nexus to children understands the importance of recognizing the appearance, behavioral, and conduct indicators of drug abuse. Drugs do not discriminate and any of our families could be affected by addiction.

## **Secondary Traumatic Stress: The Professional in Distress**

This workshop will provide a concise overview of secondary traumatic stress, how it differs from stress and burnout, its potential impact on the professional and explore options for prevention and strategies to ensure workplace well-being. A review of PTSD and strategies to use in the workplace to keep oneself aware of the impact on their own personal health as well as how to manage the different warning signs of overwhelming stress.



## **Overview of Medication-Assisted Treatment (MAT) in Substance Abuse**

Over the past several years, opiate addiction has become a problem of epidemic proportions. Powerful prescription drugs, which many users deemed safe because a doctor prescribed them, are at the forefront of this epidemic. Efforts to close pill mills, improve guidelines for appropriate use and the state system for tracking prescriptions have impacted the availability of prescription opiates. Addicts, no longer able to procure their drug of choice, have resorted to street heroin, which has increased the challenges of public health. Due to the severity of this epidemic, child welfare workers have increasing numbers of cases where parental opioid addiction has put children at risk. Due to opioid use and medication-assisted treatment, mothers are delivering substance-affected babies who require special care in Neonatal Intensive Care Units (NICUs).

Medication-Assisted Treatment (MAT) is a misunderstood, controversial, and often stigmatizing treatment option; yet, when used appropriately for serious opioid addiction, it can improve the quality of life for addicts and their families.

This workshop will address opiates and the use of MAT as a viable treatment option for some addicts. An understanding of MAT and its role in treating opioid addiction is essential to workers who have an increasing number of opiate abusers to contend with on their caseloads. Challenges to workers dealing with opiate-addicted parents and their children will be discussed, and suggestions to increase positive outcomes for families will be explored.

## **Address the Stress: Secondary Trauma in Child Welfare**

Child Welfare workers are often the forgotten first responders. Research has revealed that more than fifty percent of child welfare workers display symptoms of PTSD, anxiety, and depression. Such afflictions often lead to increased health problems, sleeping problems and relationship problems. Unfortunately, many child welfare workers are leaving the field within months or a few short years which only exasperates the problem for those left behind and leaves children and families vulnerable. This is an informative, skill-building training program that focuses on recognizing symptoms of secondary trauma and increasing skills to combat it. This training provides proven techniques to increase self-care and coping skills so that workers can be at their best to help keep children safe and families together without compromising their own mental health and well-being. Practical advice and techniques will be shared which workers can begin using immediately on and off the job.

## **Gender Identity: Increasing Skills When Working with Gender Diverse or Transgender Youth and Families**

Transgender and gender-diverse youth in care face unique issues in their out of home placement, school setting and community. Assessors, caseworkers, and supervisors need to be aware of these challenges to be culturally competent when working with clients throughout their involvement in the child welfare system. Learners will acquire current terminology, participate in large and small group discussions, practice skills using case studies/scenarios, and increase empathy for and understanding of the experience of transgender and gender diverse youth through hands on group activities. Current Ohio laws and proposed legislation will be addressed to increase awareness and emphasize the continually changing climate for the transgender and gender diverse youth population.

## **Adverse Childhood Experiences and Effects on Brain Architecture**

This workshop will increase child welfare workers' knowledge and understanding of the damaging effects of Adverse Childhood Experiences on brain development. To enhance understanding, this training includes hands-on "creation" of a trauma-affected brain.

## **Trauma: Unresolved Trauma Can be a Monster of Pain and Fire**

This workshop focuses on trauma and how it can affect individuals in different ways. We will discuss DSM-5 criteria on trauma- and stressor-related disorders, including Acute Stress Disorder, Adjustment Disorder, Post-traumatic Stress Disorder, Reactive Attachment Disorder, and Disinhibited Social Engagement Disorder. The definition of trauma, as well as the symptoms and types of trauma, will also be discussed; and indicators that help with the assessment and diagnosis of trauma-related disorders will be presented. Finally, treatment methods will be outlined and discussed to prepare caseworkers to better assist caregivers in working with clinicians to address trauma.



## **How to Identify and Address Microaggressions in Today's Climate**

It's crucial for supervisors, workers, and clients to know how to identify and respond to micro-aggressions, either by talking about them or walking away. These conversations are essential to affect change, but they are also hard and uncomfortable. Microaggressions can be defined as thinly veiled, everyday instances of racism, homophobia, sexism (and more) that one experiences or witnesses in the workplace or toward a client. Sometimes it is an insult, other times it is an errant comment or gesture. Whether intentional or unintentional, a microaggression communicates hostile, derogatory or negative viewpoints to others. Workshop goals are to create awareness of and provide ways of confronting these harmful comments and actions.

## **Affirming Transgender, Gender Non-Conforming/Non-Binary (TGNCNB) Youth**

In this workshop, we will cover topics related to TGNCNB youth and their challenges. We will discuss current events affecting them, provide definitions of sexual orientation and gender identity terms, and explore the guidelines for supporting TGNCNB youth provided by ODJFS. Additionally, we will focus on training and supporting foster parents in creating an affirming environment.

The workshop will dive into the biology of sex and the social construction of gender as we unpack the ever-evolving landscape of gender-affirming care in Ohio and the standards set by the World Professional Association for Transgender Health for social and physical transitioning. We will address transphobia and its different levels of oppression and offer strategies to counter it. Furthermore, we will share resources that can help foster an affirming environment for TGNCNB youth.

Throughout the workshop, we will engage in both large and small group discussions to explore important questions such as how can we ensure that transgender youth in foster care receive appropriate and affirming healthcare, including access to gender-affirming treatments or therapies, what steps can be taken to provide a safe and inclusive living environment for transgender youth in foster care, where they feel supported and respected, how can we address potential challenges or conflicts that may arise between foster parents and transgender youth in terms of understanding and respecting their gender identity, and many more.





## **Fentanyl Use in America: Playing with Poison**

Fentanyl is a powerful synthetic opioid that is believed to be fifty to one hundred times stronger than morphine. Although Fentanyl was originally developed for the treatment of severe pain, in more recent years this drug has been associated with the escalation of drug related overdoses across the United States. This training will offer an overview of the drug Fentanyl, and explore the correlation between this substance and the increase in drug overdose deaths. In addition, this training will highlight the strong addictive qualities of this substance and discuss research supported treatment strategies to assist person who present with Substance Use Disorders of opiates/Fentanyl.

## **Building and Maintaining Boundaries**

Child protection is a demanding line of work. It can be physically, mentally, and emotionally taxing. Without strong, defined boundaries in place, caseworkers can become overwhelmed and frustrated. Blurred boundaries can hinder professionalism, decision-making, and integrity. Unmanaged boundaries can lead to burnout and turnover. This course will provide caseworkers with strategies to assess, build, and maintain boundaries for personal well-being and professional integrity.

## **Developing the Next Leader: A Planning Guide for Supervisors**

This workshop is designed for supervisors with roles in overseeing people. Attendees will learn about the importance of developing leadership skills in line staff, identify methods to develop leadership skills, and formulate a plan to practice leadership development in day-to-day working within the unit and agency, basics of decision making and problem solving.

## **Working with Youth at Risk for Human Trafficking**

This training will cover the definition of human trafficking and how the federal and state laws apply to minors. The focus of this training will be on sex trafficking. It will outline what makes youth most at risk and vulnerable to trafficking, as well as defining the different types of trafficking. Learners will be able to identify indicators of youth trafficking, and how to begin a conversation with the youth they work with about the dangers of trafficking. This training will emphasize the importance of establishing safety, trust and building transformational relationships with the youth.

## **Trauma-Informed Supervision**

In this course, you will learn how to support trauma-informed practice with families, strategies for providing trauma-informed supervision, and prevention of secondary traumatic stress in caseworkers.



## **Effective Trial Testimony in Termination of Parental Rights Hearing**

In this online workshop, participants will examine and rehearse effective social worker testimony in a termination of parental rights hearing or a permanent custody hearing in juvenile court through a combination of roleplay, video demonstrations, discussions, and a mock trial. Participants will first learn the legal requirements for requesting permanent custody of a child. Then participants will learn how to organize case notes to prepare for trial; analyze the facts from their case according to the legal requirements for a permanent custody hearing; work with the prosecutor, the agency attorney, or the parents' attorney to prepare the case; understand the rules of evidence -- what can and cannot be presented; learn how to testify as a fact or an expert witness; present effective direct testimony; and navigate through cross examination.

## **Cowboy Ethics: What can Marshall Dillon and Cartwrights Teach Counselors and Social Workers about Ethics**

This workshop will identify and explore the 10-Cowboy Ethics. These ethics will be analyzed as we identify and explore the similarities between Cowboy Ethics and the 11-Principle/Virtue Ethical principles that Social Workers and Counselor follow according to the Ethic codes and standards of the CSWMFT Board of Ohio.

Case examples will highlight examples of Hollywood Cowboys and discussions will occur as to how our ethical standards are similar and how our code of behavior overlaps. Small group and large group discussions will occur and ethical dilemmas that counselors and social workers anticipate will be discussed. An Ethical Decision Model will also be explored to assist in understanding ethical dilemmas. The computer game Kahoot will be played, and trainees will need a 2nd handheld device to log into the game page (Kahoot.it). The game questions will pertain to this workshop. Different platforms will be used during this Virtual workshop (Padlet, Mentimeter, and Doodly films).

## **Is Poverty Culture? Strategies for Working with Families Living in Poverty**

Working in child welfare, a caseworker or supervisor will inevitably encounter children and families living in poverty. This workshop provides caseworkers and supervisors the characteristics of children and families living in poverty. It provides strength-based strategies and creates climates of mutual respect and mutual purpose that empowers children, youth and families to solve problems associated with poverty. It examines how and why people view clients in poverty from a deficit rather than a strengths-based approach. The workshop explores a framework for developing strategies to enhance the professional's ability to work with individuals living in generational poverty.



## **Fetal Alcohol Spectrum Disorders: A Hidden Struggle**

The course will cover what FASDs are, the primary symptoms of this brain-based disability, the difference between willful misbehavior and symptoms of FASD, how secondary symptoms can cause misdiagnoses, and how to find the support and help needed to get a child diagnosed and properly supported.

## **Addressing Reoccurring Mental Health Issues in Families**

This workshop will identify mental health disorders that are prevalent in child welfare. An exploration of the Diagnostic and Statistical Manual (DSM) statistical data, categories, and criteria will occur. Critical analysis of each of the disorders will take place through case examples from Toy Story and other Hollywood films. Group discussions will be utilized to facilitate further exploration of the psychological disorders. Discussions will focus on childhood disorders (primarily ADHD and oppositional defiant disorder), adult disorders (primarily adjustment disorder and depression), and post-traumatic stress disorder, which affects both children and adults. Large and small group discussions will facilitate transfer of learning.



**Any trainings beyond this point are  
only open to OAC Caseworkers and  
Supervisors**



**CORE 2.0 Caseworker Training – Virtual Round – July 2024 – December 2024**

**NOTE: Each of the following classes have prerequisites, please see CAPS for more details**

First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Assuring Child Safety within KPAs</b>	13615	Tuesday and Wednesday December 3 <sup>rd</sup> and 4 <sup>th</sup> 9:00 – 12:00	Linda Davis	Zoom



**CORE 2.0 Caseworker Training – Round 4 – October 2024 – February 2025**

**NOTE: Each of the following classes have prerequisites, please see CAPS for more details**

First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Determining if Abuse or Neglect Occurred</b>	16341	Friday December 6 <sup>th</sup> 9:00 – 4:00	Kristie Heckman	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
<b>Assessing Risk of Future Harm</b>	16680	Tuesday December 10 <sup>th</sup> 9:00 – 4:00	Kelly Crampton	Sidney Holiday Inn Express, 450 Folkerth Ave, Sidney
<b>Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?</b>	16342	Tuesday December 17 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	Tri County Board of Recovery and MH Services 1280 N County Rd 25A, Troy
<b>Managing Effects of Separation</b>	16449	Thursday January 16 <sup>th</sup> 10:00 – 3:00	Faye Perkins	Zoom
<b>Service Planning and Delivery</b>	16450	Tuesday, Wednesday, and Thursday January 28 <sup>th</sup> , 29 <sup>th</sup> , and 30 <sup>th</sup> 9:00 – 4:00	Warne Edwards	Zoom
<b>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	16451	Monday and Tuesday February 3 <sup>rd</sup> and 4 <sup>th</sup> 9:00 – 12:00	Warne Edwards	Zoom
<b>Courtroom Testimony Skills Practice</b>	16452	Monday February 10 <sup>th</sup> 1:00 – 4:00	Kristie Heckman	Zoom
<b>Preparing For and Completing Case Closure</b>	16453	Tuesday February 18 <sup>th</sup> 10:00 – 2:45	Warne Edwards	Zoom
<b>Assuring Child Safety within KPAs</b>	16454	Tuesday and Wednesday February 25 <sup>th</sup> and 26 <sup>th</sup> 9:00 – 12:00	Warne Edwards	Zoom



**CORE 2.0 Caseworker Training – December 2024 – April 2025**

**NOTE: Each of the following classes have prerequisites, please see CAPS for more details**  
First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Collaboration and Teaming</b>	17339	Wednesday December 4 <sup>th</sup> 10:00 – 3:30	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>Engagement and Interviewing Skills Practice</b>	17291	Wednesday December 18 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>Interviewing Children</b>	17292	Wednesday January 8 <sup>th</sup> 9:00 -12:45	Miranda Borland	Zoom
<b>Fact Gathering Skills Practice</b>	17293	Wednesday January 15 <sup>th</sup> 9:00 – 12:30	Kristin Sparks	Zoom
<b>Determining if Abuse or Neglect Occurred</b>	17294	Tuesday January 21 <sup>st</sup> 9:00 – 4:00	Amber Ntamack	WORTC 1312 Research Park Dr, Dayton
<b>Assessing Risk of Future Harm</b>	17439	Thursday and Friday January 30 <sup>th</sup> and 31 <sup>st</sup> 9:00 – 12:00	Ashley Bowers	Zoom
<b>Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?</b>	17442	Wednesday and Friday February 5 <sup>th</sup> and 7 <sup>th</sup> 9:00 – 12:00	Lisa Fleisher	Zoom



Western Ohio  
Regional Training Center

**CORE 2.0 Caseworker Training – December 2024 - April 2025 Continued**

**NOTE: Each of the following classes have prerequisites, please see CAPS for more details**

First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Managing Effects of Separation</b>	17316	Monday February 24 <sup>th</sup> 10:00 – 3:00	Lauri Wolfe	Zoom
<b>CW 6: Service Planning and Delivery</b>	17283	Tuesday, Wednesday, and Thursday March 11 <sup>th</sup> , 12 <sup>th</sup> , and 13 <sup>th</sup> 9:00 - 4:00	Jill Roberts	WORTC 1312 Research Park Dr, Dayton
<b>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	17295	Friday March 28 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton
<b>Courtroom Testimony Skills Practice</b>	17296	Monday March 31 <sup>st</sup> 1:00 – 4:00	Kristie Heckman	WORTC 1312 Research Park Dr, Dayton
<b>Preparing For and Completing Case Closure</b>	17300	Monday April 7 <sup>th</sup> 12:30 – 4:30	Kristin Sparks	WORTC 1312 Research Park Dr, Dayton
<b>Assuring Child Safety within KPAs</b>	17303	Wednesday April 16 <sup>th</sup> 9:00 – 4:00	Johanna Pearce	WORTC 1312 Research Park Dr, Dayton





**CORE 2.0 Caseworker Training – Round 1 All Virtual – January – June -2025**

**NOTE: Each of the following classes have prerequisites, please see CAPS for more details**

First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Collaboration and Teaming</b>	17514	Wednesday January 22 <sup>nd</sup> 9:00 – 2:45	Linda Davis	Zoom
<b>Engagement and Interviewing Skills Practice</b>	17515	Wednesday and Thursday February 12 <sup>th</sup> and 13 <sup>th</sup> 9:00 – 12:00	Linda Davis	Zoom
<b>Interviewing Children</b>	17516	Wednesday February 19 <sup>th</sup> 9:00 -12:45	Linda Davis	Zoom
<b>Fact Gathering Skills Practice</b>	17517	Wednesday March 5 <sup>th</sup> 9:00 – 12:30	Kristin Sparks	Zoom
<b>Determining if Abuse or Neglect Occurred</b>	17518	Wednesday and Thursday March 12 <sup>th</sup> and 13 <sup>th</sup> 9:00 – 12:00	Linda Davis	Zoom
<b>Assessing Risk of Future Harm</b>	17693	Tuesday and Wednesday March 18 <sup>th</sup> and 19 <sup>th</sup> 9:00 – 12:00	Ashley Bowers	Zoom
<b>Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?</b>	17519	Thursday and Friday March 27 <sup>th</sup> and 28 <sup>th</sup> 9:00 – 12:00	Linda Davis	Zoom



**CORE 2.0 Caseworker Training – Round 1 All Virtual Continued – January - June 2025**

**NOTE: Each of the following classes have prerequisites, please see CAPS for more details**  
 First Priority of the Caseworker Core trainings below will go to Caseworkers, any extra seats will be open to the rest of child service staff

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Managing Effects of Separation</b>	17521	Tuesday April 8 <sup>th</sup> 9:00 – 2:15	Linda Davis	Zoom
<b>CW 6: Service Planning and Delivery</b>	17522	Tuesday, Wednesday, and Thursday April 15 <sup>th</sup> , 16 <sup>th</sup> , and 17 <sup>th</sup> 9:00 - 4:00	Linda Davis	Zoom
<b>Working Towards Successful Reunification: Strengthening Relationships between Primary and Resource Families</b>	17523	Tuesday and Wednesday May 13 <sup>th</sup> and 14 <sup>th</sup> 9:00 – 12:00	Linda Davis	Zoom
<b>Courtroom Testimony Skills Practice</b>	17949	Friday May 23 <sup>rd</sup> 1:00 – 4:00	John Everett	<b>Zoom</b>
<b>Preparing For and Completing Case Closure</b>	17524	Wednesday May 28 <sup>th</sup> 9:00 – 1:00	Linda Davis	Zoom
<b>Assuring Child Safety within KPAs</b>	17525	Tuesday and Wednesday June 3 <sup>rd</sup> and 4 <sup>th</sup> 9:00 – 12:00	Linda Davis	Zoom

## **Training Descriptions**

### **Assuring Child Safety in Key Practice Areas**

Assessing and assuring child safety is one of the most important tasks a caseworker completes with children and families. This task can become even more complex when substance use, intimate partner violence, or mental health disorders are involved. In this course, learners will practice thinking critically about these key practice areas and how they affect child safety, planning assessment of safety interviews, practicing interviews, and documenting these interviews in OHIO SACWIS. They will also practice selecting an appropriate intervention to control active safety threats (safety planning).

### **Determining if Abuse or Neglect Occurred**

Every caseworker needs to be able to identify physical, emotional, and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect. Caseworkers will use this information when determining if abuse or neglect occurred, including recognizing if injuries to children are inflicted or accidental. Furthermore, caseworkers must know the difference between Ohio's legal definitions of abuse and neglect, and the options and rationale of child protective services case dispositions.

### **Assessing Risk of Future Harm**

Within the CAPM framework, an assessment of risk of future harm contains two types of assessments: a clinical assessment (Strengths and Needs Assessment) and an actuarial assessment (Family Risk Assessment). Both assessments are necessary to develop a comprehensive understanding of the family's situation and what if any, services are necessary to help reduce the risk of future maltreatment to the child. This course will cover the scope and purpose of assessing risk of future maltreatment, how the assessment of risk is conducted throughout the life of a case at specific case decisions, how to gather and analyze relevant information and assess risk of future harm, and how to analyze and synthesize information to inform case decisions.

### **Quality Assessments of Safety: Is Immediate Intervention Necessary to Assure Child Safety?**

One of the most important responsibilities of all caseworkers is to assess safety during every contact with the child and family. This course allows you to practice completing a formal initial assessment of safety. Using a case scenario, you'll create a plan to gather information, practice information-gathering strategies, and use your critical thinking skills to formulate a safety response. Additionally, you'll document your findings in the Ohio SACWIS training environment.



Western Ohio  
Regional Training Center

## **Managing Effects of Separation**

Placement in out-of-home care is sometimes necessary to keep children safe. When every interaction is approached using the skills reviewed in this course, it is not only best practice but also essential for minimizing the trauma of separation, assuring safe placements for children, and ultimately successful outcomes for families.

Learners should walk away from this workshop having gained confidence, competence, and motivation to reduce separation-induced trauma for children and families and skills to support families before, during, and after separation.

## **Service Planning and Delivery in Family-Centered Child Protective Service**

Caseworker Core Module 6 establishes the child protective services process of service provision as a fundamental and critical responsibility throughout the life of a case. The workshop provides framework for assessment-driven service planning to reduce the risk of future harm through accurate identification of services by engaging families in the case planning process.

## **Working Towards Successful Reunification: Strengthening the Relationship Between Primary and Resource Families**

The child, primary family, resource family, and caseworker all benefit from collaboration when working toward successful reunification. This course will help you learn ways to support everyone involved by focusing on strengthening the relationships between primary and resource families. You also will explore strategies to keep families engaged during placement, including visitation.

## **Courtroom Testimony Skills Practice**

Testifying in court is an essential function of a caseworker's job. Providing effective testimony can significantly impact the outcome of a case and the orders made by the judge or magistrate. In this course, you'll be guided by an expert facilitator and given scenarios to practice providing testimony at different court hearings.

## **Preparing For and Completing Case Closure**

Closing a case is an ending to a journey taken with families through the child protection system. To some families and caseworkers, it is a welcomed ending. To others, it may be the loss of a relationship or support system and could prompt a grief or trauma response. This course will look at the progression to case closure, determining when a case is ready to close, its impact, and the steps to complete the closure in Ohio SACWIS.



## **Collaboration and Teaming**

Collaboration is vital for effective service delivery to families involved in the child protection system. When caseworkers recognize families as experts on their situation, the family is empowered to make decisions, which can encourage them to participate in the case process and follow through with services. It is equally important for caseworkers to practice a teaming approach with service providers, community supports, and external stakeholders. Encouraging an ongoing effort of collaboration and teaming can help build trust, a vital component of any relationship. This workshop explores collaboration and teaming in child protection and offers strategies to improve it between families, caregivers, and other partners.

## **Engagement and Interviewing Skills Practice**

Effective engagement and interviewing skills take practice. During this course, you'll take the skills you've learned in the Introduction to Engagement and Introduction to Interviewing courses and use them to build rapport and elicit information from your peers.

## **Interviewing Children**

Interviewing children is a vital casework task. Interviews with children are done for various reasons, such as to gather information, plan for permanency, and amplify their voices. Children and youth are vulnerable, and your interviews should be planful and done with care to not cause additional trauma. This course provides an opportunity to practice engagement skills and interview strategies. Using a trauma-informed approach, you'll practice several scenarios involving children of different developmental levels, explore relationship-building techniques, and some typical challenges with interviewing children.

## **Fact Gathering Skills Practice**

Child protection cases require a fact-gathering process to collect relevant information to inform case decisions. The fact-gathering process occurs throughout the entire life of a case. This means every caseworker involved in the case is tasked with gathering information to make informed decisions. In this scenario-based course, you will develop a plan to gather information for your assigned case and follow through with the plan by conducting interviews. You'll also practice using engagement strategies and interviewing methods.

**SUPERVISOR CORE 2.0 Round  
March – December 2024**

Title	CAPS Locator #	Date & Time	Trainer	Location
<b>Supervising Work with Kin</b>	10108	Monday October 28 <sup>th</sup> 9:00 – 2:45	Tim Merle	Zoom
<b>Supervising Separation and Placement Decisions</b>	10182	Tuesday and Wednesday November 12 <sup>th</sup> – 13 <sup>th</sup> 9:00 – 12:00	Warne Edwards	Zoom
<b>Assuring Effective court Testimony</b>	10229	Monday and Tuesday November 18 <sup>th</sup> – 19 <sup>th</sup> 9:00 – 12:00	Lauri Wolfe	Zoom
<b>Case Consultation and Critical Thinking</b>	10321	Monday and Tuesday December 9 <sup>th</sup> – 10 <sup>th</sup> 1:00 – 4:00	Diana Hoover	Zoom

## **Training Descriptions**

### **Supervising Work with Kin**

Regardless of what type of unit you supervise, your staff works with kinship supports and caregivers. This workshop will show you how to supervise through a kinship lens and infuse kin-first values into your unit culture. The connections between kinship dynamics and child safety, well-being, and permanency will be explored, as well as strategies to assist caseworkers in understanding those connections. Through discussion, reflection, and activities, you will learn how to effectively work with kin and help your unit become more aware of kinship opportunities.

### **Supervising Separation and Placement Decisions**

In this workshop, supervisors will learn and practice strategies to help them effectively guide caseworkers in working with primary parents and children during separation. These strategies include using a trauma-informed approach when gathering documentation, planning, and conducting placements; promoting stability; and selecting the best, least restrictive placement option for children in child protective services.

### **Assuring Effective Court Testimony**

This course provides new supervisors with information to assist them to educate, monitor, and support casework activity related to court-involved cases. These tasks include working effectively with law enforcement, county prosecutors, agency legal staff, and the court system. Supervisors will also learn strategies to help caseworkers prepare case records for court and provide effective court testimony.

Note: You must be able to access or bring two assessments that will be or already have court involvement during this course. It can be any CAPM assessment from a case of your own or one of your caseworkers.

### **Case Consultation and Critical Thinking**

This workshop provides supervisors with the skills and knowledge they need to excel in case consultations. Through interactive discussions and thought-provoking activities, supervisors will explore the intricacies of critical thinking, delve into the ever-important issue of implicit bias, and discover the keys to balanced decision-making. They will also discover how to use CAPM tools to promote fairness, equity, and collaboration in decision-making – all while staying true to Ohio's practice model.