



Protective Services Training Institute of Texas

FY 2009 Workshops

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*The University of Texas at Austin
University of Houston
The University of Texas at Arlington*

Protective Services Training Institute of Texas

FY 2009 Workshops

The mission of the **Protective Services Training Institute of Texas** is to strengthen the professional practice of staff in the Texas Department of Family & Protective Services. The Institute is a partnership of DFPS and the graduate schools of social work at The University of Texas at Austin, University of Houston, and The University of Texas at Arlington. Institute workshops provide updated, expert, and interactive training for Texas Child Protective Services, Adult Protective Services, Child Care Licensing, and Statewide Intake staff. The Institute has provided professional development services and certification for DFPS staff since 1991.

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APS Workshops

CASEWORK








Interviewing Techniques with Special Populations

*Heather Kamper, LMSW; Shell Schwartz, MA
SafePlace*

6 hours

Would you like to increase your skills and explore ideas for interviewing APS clients, including those with disabilities and those who have experienced sexual abuse? In this workshop, we will briefly review the basics of interviewing and build upon your interviewing experiences. Participants will discuss communication barriers and explore strategies and techniques for interviewing persons who have a range of disabilities, including cognitive disabilities/mental retardation, cerebral palsy, atypical speech, mental illness, and brain injury. In addition, interviewing techniques with persons who are resistant and/or hostile will be explored. Strategies for interviewing with American Sign Language interpreters and assistive communication boards/devices will also be covered.

Objectives

-  Increase your knowledge about the dynamics of relationships, communication, and interviewing.
-  Identify barriers to communication encountered by APS staff in interviewing situations.
-  Explore the optimal goals and conditions for effective interviewing.
-  Examine issues and skills in interviewing persons with disabilities, including cognitive disabilities/mental retardation, cerebral palsy, atypical speech, mental illness, and traumatic brain injury.
-  Examine issues and skills in interviewing persons who have experienced sexual abuse and those who are resistant and/or hostile.
-  Learn effective strategies for interviewing with American Sign Language interpreters or with assistive communication devices.
-  Identify your own interviewing challenges and problem-solve ways to deal with them.

Investigating Complex Cases & Assessing Credibility and Preponderance for Facility & In-Home Staff

Diana Choban

6 hours

Department of Family and Protective Services

Do you sometimes wonder if people are telling you the truth or that their reports are accurate? How do you validate and weigh information from different sources? This investigations class, for both facility and in-home staff, deals with differences between programs while focusing on investigative problems and techniques they have in common. Investigation always involves a process of formulating specific questions, gathering evidence to answer those questions, anticipating and overcoming obstacles, analyzing evidence, and writing documentation that satisfies internal and external requirements. By working through case examples involving physical and sexual abuse, financial exploitation, and clients who have limited English proficiency, participants will acquire a real-world understanding of credibility assessment, corroboration, and preponderance.

Objectives

- ❏ Differentiate the nature, purpose, and technique of investigation in facility and in-home work.
- ❏ Identify situations where client or case factors create the need for more evidence collection and analysis.
- ❏ Pose appropriate investigation goals and develop plans for reaching them.
- ❏ Identify relevant investigation techniques for overcoming obstacles in reaching investigation goals.
- ❏ Increase investigative expertise in cases involving sexual abuse, financial exploitation, and persons who have limited English proficiency.
- ❏ Evaluate signs of credibility in an interview and review preponderance of evidence in APS work.

ETHICS

Ethics and the APS Worker





Robyn Ott, LCSW

6 hours

This workshop is designed to help staff make ethical decisions in a variety of client situations. The APS code of ethics and core values will be examined in the context of common ethical issues associated with older adults and persons with disabilities. Other topics include a method for resolving ethical dilemmas, and legal risks and responsibilities.

Note: Workshop qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS Advanced Specialist.

Objectives

-  List the core values in ethical decision making.
-  Demonstrate the use of seven APS ethical standards in sample case studies.
-  Demonstrate knowledge of the APS Code of Ethics and use an ethical decision making model.
-  Identify appropriate boundaries and how to set them to avoid common boundary violations.

MENTAL & PHYSICAL HEALTH ISSUES

Alzheimer's Disease or Dementia – What's the Difference?

Carole Ashendorf, LCSW

6 hours

In providing services to older adults, dementia is an often misunderstood and misdiagnosed condition. The purpose of the workshop is to assist workers to gain a better understanding of the disease process and ways in which to adequately protect the rights of this particular group among the elderly. Specifically, the workshop is designed to: (1) provide basic information about Alzheimer's Disease and related disorders; (2) present assessment tools for dementia and depression; (3) demystify dementia through experiential exercises; (4) present strategies for communication; (5) provide a method to differentiate dementia from treatable disorders; (6) furnish an assessment tool for caregiver stress; and (7) give resources designed to assist caregivers.

Note: Formerly titled "Is It Memory Loss or Is It Alzheimer's Disease?" Workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

- ❏ List the main characteristics of Alzheimer's Disease.
- ❏ Differentiate symptoms of depression from symptoms of dementia.
- ❏ Communicate more effectively with persons with dementia.
- ❏ Assess capacity in clients with dementia.
- ❏ Describe and assess caregiver stress in family members who care for someone with Alzheimer's disease or related disorders.
- ❏ Provide resources to caregivers.

Compulsive Hoarding: Focusing Our Effort on Reducing the Risk

Irene Tobis, PhD






6 hours

Austin Center for the Treatment of OCD

Have you been in a home so cluttered you questioned whether it was safe for people to live there? Did you find yourself wondering why a person wouldn't just toss all that stuff? This workshop offers an introduction to current research and understanding of Compulsive Hoarding as a psychological disorder, with emphasis on cases requiring community as well as clinical response.

Note: Workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

-  Identify and assess hoarding behavior.
-  Understand basic hoarding dynamics and interventions.
-  Talk effectively to the hoarder and to affected parties.
-  Take appropriate next steps toward developing their agency's protocol.
-  Know and build working relationships with local partners and resources.

New!





Medications and Supplements for the Elderly

Barbara Williams, PhD, LCSW

6 hours

This workshop is designed to give a brief overview of the pharmacology currently emerging in caring for the aging adult in our society. It addresses the prevalent health issues for this age group and categorizes the most prescribed medications, including psychiatric. However, it goes beyond prescriptions and into the increasingly respected field of holistic medicine, which utilizes supplements and lifestyle choices. This includes well-designed and documented research currently being published. Some issues of dosage, interactions and side effects will be covered in a general manner. Handouts and a bibliography will be provided to help participants understand the issues and provide resources for those who wish to pursue any of the ideas further.

Objectives

-  Know the health issues, including psychiatric, currently facing the aging American adult today.
-  Identify various medications commonly administered to the elderly.
-  Examine the emerging holistic movement which utilizes herbs, other supplements, social and behavioral factors.
-  Understand the risks and side effects of all of these interventions.

New!

Recovery: Communication & Collaboration

Diana Kern







6 hours

Expect Recovery

Have you ever wondered what it is like to live with a serious mental illness? In this workshop, you will hear firsthand experiences from a woman living with the symptoms of serious mental illness and her 27-year journey to a successful recovery. Topics will include distinguishing the various mental illnesses, effective communication with clients, and building collaborative relationships with the MHMR system.

Note: Workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

-  Explore the challenges and demands of coping with mental illness.
-  Review the numerous mental illnesses and identify the warning signs.
-  Outline the recovery process, necessary treatment, and trauma-informed care.
-  Evaluate effective communication techniques with clients.
-  Specify ways to work with the MHMR system, other agencies, and natural supports in the community.
-  Examine the role of self-empowerment and self-determination.

Responding to Domestic & Caregiver Violence in Adult Protective Services







Heather Kamper, LMSW; Shell Schwartz, MA

6 hours

SafePlace

Would you like to gain a greater understanding of the unique dynamics involved in domestic and caregiver violence against people with disabilities? Build upon your expertise and experience as Family and Protective Services professionals and explore practical strategies for increasing the safety of clients with a wide range of disabilities. Participate in an interactive workshop on the following topics: the role that societal-based oppression plays in creating barriers for people with disabilities, possible risk factors to domestic violence, tips for maximizing a client's future safety, variables that may impact a client's decision to accept services and/or leave an abusive relationship, and available community resources for collaboration.

Objectives

-  Increase knowledge about dynamics of disability and violence.
-  Identify risk factors for abuse experienced by many people with disabilities.
-  Identify perpetrator characteristics and practical strategies for safety planning.
-  Examine societal-based oppression and power and control dynamics.
-  Increase sensitivity to factors related to client's decisions to leave an abusive relationship.
-  Explore where to find supports and services for clients in domestic violence relationships.

Serving Clients with Mental Illness: Schizophrenia & Other Psychotic Disorders








Barbara Williams, PhD, LCSW

6 hours

This workshop focuses on recognizing and understanding the behavior of persons with schizophrenia and other psychotic disorders. The topics covered will include etiology, symptoms, progress of illness, and medication and management. Emphasis will be on assessing functioning/risk and planning intervention strategies for clients on the caseload of APS workers.

Note: Workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

-  Identify roles APS staff may play in working with mental illness.
-  Possess a more thorough knowledge of the “meaning” of schizophrenia and other psychotic disorders in the lives of clients, including symptoms and “typical behavior.”
-  Identify the medications used with these clients, including both the medical and social effects and noncompliance issues.
-  Examine the impact the social and physical environment has upon the functioning of the client.
-  Acquire some tools for assessing the degree of impairment.
-  Add some strategies to their “intervention” toolboxes.
-  Identify ways to prevent or manage violent, angry, or bizarre behaviors.

Sexual Abuse Cases in APS

*Noël Busch-Armendariz, MPA, PhD, LMSW
The University of Texas at Austin*

6 hours

This workshop will examine sexual abuse issues for Adult Protective Services professionals. The session will first address the issue of staff discomfort with interviewing in sexual abuse cases. The content will cover the vulnerability of APS clients, the characteristics of perpetrators, indicators of sexual abuse, and techniques for interviewing providers, perpetrators, clients, and family members. Particular attention will be given to the more challenging interviews with clients who are nonverbal, or who suffer from mental illness, mental retardation, or dementia, as well as those who deny that the abuse has occurred.

Objectives

- ❏ Feel more comfortable with sexual abuse topics.
- ❏ Describe the concept of vulnerability to sexual abuse and its implications for adults, persons with disabilities, and those living in institutions.
- ❏ Identify and assess the physical and psychosocial responses to sexual abuse as well as coping mechanisms available.
- ❏ Identify indicators of sexual abuse—physical, behavioral, and emotional.
- ❏ Demonstrate interviewing skills that are used with those who report sexual misconduct and have been sexually abused.
- ❏ Identify and evaluate culturally sensitive approaches used with diverse clients and their families in the investigation of sexual abuse.

Substance Abuse and the APS Client






Susan Robbins, DSW, LCSW, LCDC

6 hours

University of Houston

Many APS clients have significant problems related to their use of alcohol and other drugs that often include prescription medications for psychiatric disorders. In addition, families of these clients are sometimes involved in the use of illegal drugs. The session will focus on information about the physiological and behavioral effects of alcohol, illegal drugs, and psychiatric medications most commonly used by APS clients. Misuse and abuse of substances can cause medical and psychiatric ramifications that may seriously impair functioning and/or complicate treatment. This workshop will also address how to recognize, assess, and refer for appropriate treatment those clients and their significant others who have problems with substance misuse and abuse.

Objectives

-  Delineate the reasons why people use and abuse drugs.
-  Describe the basic pharmacology of commonly used psychoactive drugs.
-  Discuss the behavioral effects of stimulants, opiates, hallucinogens, sedatives, inhalants and other commonly abused drugs.
-  Describe several interviewing techniques that help the worker obtain a more accurate assessment of client drug use.
-  Discuss the dangers of drug use and abuse as it relates to the APS client.

CCL Workshops

CHILDREN & CHILDHOOD ISSUES

Applying Principles of Child Development to the Activities of Children

Susan Henney, PhD, MA

6 hours

University of Houston–Downtown

How can knowledge of child development best be used to plan children’s activities? Explore answers to this question in a workshop which will assist you in turning the “theory” of child development into a practical guide for evaluating the activities of children in a child care setting. In this interactive workshop, you will: 1) evaluate the developmental appropriateness of classroom activity plans, the classroom’s physical environment, and toys and equipment, and 2) design a sample activity plan and classroom set-up. These activities will enable you to provide practical, developmentally appropriate technical assistance to the child care facilities you serve with the goal of enhanced quality of care.

Objectives

- ❖ Define and learn how to identify developmentally appropriate care.
- ❖ Identify age-appropriate activities, toys, and equipment.
- ❖ Evaluate and generate a sample activity plan for a classroom in a child care setting.
- ❖ Design a classroom to accommodate the developmental needs of children.
- ❖ Identify appropriate technical assistance materials based both on age of the child and skill level of the caregiver.

Caregiving as a Context for Growth: Child Development from Birth to Adolescence for Day Care and Residential Staff

Susan Henney, PhD, MA

6 hours

University of Houston–Downtown

Non-parental caregiving is an important context for children's growth and development. Participants will have the opportunity to learn the theory of normal child growth and development with an eye toward how non-parental caregiving differs from parental caregiving in terms of children's developmental needs. This workshop will also afford participants the opportunity to learn how to identify developmental issues in children and talk to caregivers about them. Using real-life examples, participants will learn how child guidance differs from discipline and how child guidance can be practiced with children and youth in any setting.

Objectives

- ❖ Define normal development and identify the five key areas of development to be assessed at each age.
- ❖ Explore how non-parental caregiving and parental caregiving differ and how non-parental caregiving offers unique opportunities to promote children's development.
- ❖ Develop strategies to assess developmental problems in children and learn how to develop recommendations to caregivers regarding these issues.
- ❖ Identify and practice implementing the basic components of age-appropriate child guidance.
- ❖ Identify appropriate technical assistance materials for caregivers based on the developmental needs of the child.

COMMUNICATION

Deception Detection

Dwayne Wright, MBA

6 hours

How many times have you interviewed someone and as soon as they left you knew the individual had been untruthful? Many interviewers believe they are able to accurately detect deception and generally know when a person is being untruthful with them. The reality is that we are not as good at detecting deception as we may think, and many deceptive behaviors, both verbal and nonverbal, are missed by most interviewers. Why is detecting deception so difficult to accurately identify? One reason is that we are not properly defining the types of deceptive behaviors we hear or observe during an interview with a person who is not telling the truth.

Objectives

- ❏ Identify the many deceptive techniques untruthful persons use during an interview. These will include: Qualified Denials, Three Strike Rule, Denial of Presence, Gaps in Time, Fantasy Reality Clauses, Complementary Lies, Unfinished Business, Hypothetically Structured Phrases, Coached Statements, Order of Importance, Stall Tactics, Fake Recall, Body Shifts, Answer Does not Equal the Question, and Fake Emotions.
- ❏ Become versed in the multitude of abstraction techniques to call upon to gain more information from the interviewee.
- ❏ Gain expertise in detecting nonverbal deception.
- ❏ Learn several interviewing techniques, such as chronological ordering, to enhance your capabilities during interviews.
- ❏ Gain a working knowledge of detecting deception through relationship and object shifts, an important tool in detecting deception when persons attempt to alleviate themselves of responsibilities.

Interviewing Adults and Children in Non-Abuse and Non-Neglect Situations

Teresa White

6 hours

PSTI Practitioner Trainer

Whether you're exploring standards, doing routine monitoring, or working with foster parents, you often need to talk with children, youth, parents, caregivers, directors, and other child care or residential staff. Come to this workshop to identify interviewing differences between adults and children and to expand your skills in deciding when to interview, what to say, and how best to talk and interact. After a review of interviewing essentials, explore interviewing challenges in CCL and learn strategies to handle them.

Objectives

- ❏ Identify the differences between interviewing for abuse and neglect allegations versus interviewing for standards and monitoring.
- ❏ Examine goal setting for different interviews and specific approaches and questioning that are effective in meeting interview goals.
- ❏ Describe effective techniques for building relationships, starting dialogues, and gathering information.
- ❏ Identify the interviewing differences between adults and children.
- ❏ Discuss age-appropriate interviewing techniques for preschool and school aged (elementary, middle, high school) children.
- ❏ Describe specific interviewing challenges with children or adults (such as persons who are nonverbal, resistant, hostile, evasive, or of limited cognition).
- ❏ Explore strategies for handling specific interviewing challenges.

Write It Clear; Write It Fast: Technical Writing for Licensing Representatives

Jeanne Wilson, LCSW, RSOTP

6 hours

One of the challenges of regulation is the need to communicate clearly in writing to a wide variety of people, and meeting deadlines while juggling all the other responsibilities of the job. This workshop examines the differences between technical writing and other forms of writing, and covers the basics of good writing. We will explore techniques for getting it done in as short a time as possible. Participants will learn how to increase the clarity of their work and how to spend less time on writing.

Objectives

- ❏ Examine the elements of oral communication and identify the barriers to effective writing skills.
- ❏ Review grammar and punctuation rules.
- ❏ List the 4 basic rules of writing.
- ❏ Name the vital influences on their documentation.
- ❏ Describe the components required for clarity of thought, for efficient use of time when writing.
- ❏ Analyze documents and rewrite statements through skill sharpening small group activities.

ETHICS

Ethics Playshop for Licensing Staff (An)






Jeanne Wilson, LCSW, RSOTP

6 hours

Ethics, agency authority, societal expectations, conflicting rights — the world of a licensing representative can seem like a mine field at times. This workshop will highlight various ethical problems and positions. One example is the classic agency dilemma: no matter what you do, someone's going to hate it. We'll look at the principles of ethical decision-making and practice using a decision-making model. This workshop presents a serious look at ethics in a playful format that promotes interaction to enhance learning. Come prepared with examples to dissect, and come prepared to relax and learn.

Note: Workshop qualifies as ethics training for Texas licensed social workers and for certification through PSTI as a CCL Advanced Specialist.

Objectives

-  Through skill sharpening small group activities, analyze documents and rewrite statements.
-  Apply the National Association of Regulatory Administration's (NARA) Code of Ethics to local childcare licensing practice examples.
-  In small groups, apply a 4-step Problem Solving Model to licensing practice.
-  Using case scenarios, employ a 3-step Ethical Decision-Making Model.
-  Using practice examples, integrate a 7-element Ethical Hierarchy into your decision-making.

RCCL

Adolescents with Sexual Behavior Problems & Interventions in Residential Settings

Maria Molett, MA, LPC, LMFT, LSOTP

6 hours

Participants will review the most current information concerning adolescents with sexual behavior problems. You will gain knowledge about the etiology and characteristics of offenders and learn to identify appropriate and inappropriate adolescent sexuality. You will examine ways to recognize high risk and problematic behaviors and thought processes in a residential setting. Interventions will be addressed to modify the inappropriate behaviors and thoughts. Finally, you will be offered the opportunity to discuss with the presenter in an open forum concerns or issues pertinent to your particular setting.

Objectives

- ❖ Review the characteristics and etiology of adolescents with sexual behavior problems.
- ❖ Identify high risk and problematic behaviors and thought processes of adolescents with sexual behavior problems.
- ❖ Discuss interventions to modify inappropriate behaviors and thought processes.






Big Squeeze – To Hold or Not To Hold: Understanding and Managing Restraints

Kraig Stockstill, LMSW

6 hours

To hold or not to hold, that is the question. The answer lies within the complexities surrounding the use of physical restraint and the “post-restraint” questions that must be asked— Who? When? Where? What? How? Why? This workshop will show participants the various types of physical restraints being utilized in residential childcare facilities, provide an overview of the philosophies behind the different techniques, and explore the many dynamics surrounding the use of restraint. Participants will also explore crisis intervention and how this can be utilized to prevent putting the “big squeeze” on children in residential placement, and gain insight into the adult’s role in dealing with children in crisis.

Objectives

-  Identify the various types of restraints used in residential childcare settings.
-  Develop an understanding of the dynamics surrounding the use of restraint (who, when, where, what, how, and why) in residential childcare facilities.
-  Apply critical thinking skills in determining the appropriateness of a restraint, and explore the use of crisis intervention techniques as a preventative tool to physical restraint.
-  Gain an understanding of the physical and psychological effects of restraint on both the restrainer and the restrained.
-  Explore counter aggression and the childcare worker’s role in dealing with children in crisis, and how important it is to manage personal feelings and responses as they relate to children in crisis.

New!

Psychotropic Medications in Residential Facilities





Barbara Williams, PhD, LCSW

6 hours

This workshop is designed to acquaint you with the use of psychotropic medications in the management of four of the major childhood psychiatric disorders: Depression, Bipolar, Schizophrenia, and Anxiety. We will look at the most common and current medications used with children and adolescents, and consider the unique aspects of residential settings. We will also examine how these medications work in the brain, what “side effects” really are, “addiction” and “tolerance.” Learn what questions you should ask regarding psychotropic medications and what every psychiatrist should answer about a given child’s medication.

Note: For APS Facility staff, this workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

-  Identify various psychotropic medications and what they are used to treat in children and adolescents.
-  Understand how psychotropic medications work.
-  Know which psychotropic medications are not, or should not, be used with children.
-  Understand the risks and side effects of these medications.

Understanding the Child in Residential Care

Kraig Stockstill, LMSW

6 hours

Ever hear...or even think at times...that the kids in residential facilities are “just bad” and “know what they are doing,” as though they actually have control over their impulses? Granted, some do, but a majority does not, for various reasons. Come to this workshop to remind yourself of what children deal with in care (and before coming into care) that impacts their behaviors and/or compounds the behavior problems they had from the start.

Objectives

- ❖ Examine the past and present special situations of children and youth in care.
- ❖ Describe the complications of abuse and neglect history and mental health issues in children and families
- ❖ Identify the challenges that come with institutionalization.
- ❖ Consider the value of residential care, what makes for effective stays there, and the key ingredients to successful placements in residential care.
- ❖ Explore your own beliefs about children’s behaviors in care.

CPS First Year Workshops

Advanced Risk Assessment

PSTI Trainers

6 hours

Practice your skills at assessing risk and safety with respect to actual CPS cases. You will use the 7 areas of risk and discuss the elements of a good safety plan. Applying the 6 common errors of reasoning and analyzing dangerous combinations will help you strengthen the assessments in your cases. Examine ways to monitor risk and safety on open cases and improve your documentation as well.

Objectives

- ❖ Develop a safety assessment for Kayla case.
- ❖ Distinguish difference between safety, risk of abuse/neglect, and risk of harm.
- ❖ Recall and apply the 7 areas of risk assessment.
- ❖ Identify dangerous combinations with respect to a case.
- ❖ Recall the 6 common errors of reasoning.
- ❖ Develop strategies to prevent errors of reasoning.
- ❖ Examine ways to monitor risk and safety in a case.
- ❖ Practice supporting risk and safety assessments.
- ❖ Read and discuss documentation of safety and risk.










Child Development: Birth to Age Five

PSTI Trainers and Consultants

6 hours

This workshop focuses on normal child development from birth to age 5. The purpose is to familiarize participants with normal developmental tasks and the time frame within which they should be accomplished. Tasks associated with three developmental dimensions—the biophysical, psychological and social—will be examined. Being familiar with normal developmental milestones will assist participants in identifying developmental problems that might increase the risk for abuse and/or neglect.

Objectives

-  Identify stages of motor development for children ages 0–5.
-  Identify stages of speech/language development for children ages 0–5.
-  Identify stages of social/emotional development for children ages 0–5.
-  Identify stages of cognitive development for children ages 0–5.
-  Identify stages of sexual development for children ages 0–5.
-  Identify children’s behavior as an indicator of level of attachment.
-  Identify parents’ behaviors associated with increased risk of abuse and/or neglect of child.
-  Formulate questions and develop recommendations regarding developmental problems, when assessing a child’s risk of abuse and/or neglect.
-  Apply information in an active manner through using games, role plays, and case scenarios.

CPS Workshops

CASEWORK

Building Blocks for Engaging Clients






PSTI Trainers

6 hours

Do you ever find yourself becoming so frustrated with your clients that, like Freud, you want to “kick the couch—while they’re still on it”? Do you sometimes feel like you’re the one working the hardest to bring about change in the lives of your client families? CPS workers deal with challenging client situations on a daily basis. This workshop presents an array of tips and tools for engaging clients and engendering cooperation: strategies for building rapport; relating with empathy; effectively giving both supportive and confrontive feedback; defusing client hostility; and contracting for positive change. Come prepared to share your success stories as well as your challenges.

Note: Formerly titled “Engaging Clients Who Are Involuntary.”

Objectives

-  Demonstrate skills for building a relationship with clients.
-  Identify 3 types of client-worker relationships and learn specific strategies to employ with each one.
-  Enhance skills for communicating both positive and negative feedback.
-  Assess the presence and strength of the 6 components of client talk.
-  Practice selecting and using the most appropriate tools with provided case studies and participants’ actual cases.

Investigating Allegations of Child Sexual Abuse

Susan Robbins, DSW, LCSW, LCDC

6 hours

University of Houston

This workshop will examine investigations of allegations of child sexual abuse, including forensic protocols, best practices, and skills related to good interviewing and investigations. It will review important content knowledge about evaluating medical evidence, children's normal sexual development at different ages, children's moral development (truth and lie), and children's cognitive development and memory (ability to recall and relate things that have happened to them). Some discussion will focus on different types of false allegations (when they arise), and the ways in which memory can get contaminated. The workshop will focus on specific skills and knowledge that will assist workers in conducting a thorough investigation in order to try to determine what is true and what is false.

Note: Revision of workshop formerly titled "False Allegations of Child Sexual Abuse."

Objectives

- ❏ Identify various case contexts that give rise to true and false allegations of child sexual abuse.
- ❏ Identify forensic protocols, best practices, and skills related to effective interviewing and investigations in cases involving child sexual abuse.
- ❏ Review key areas necessary for evaluating medical evidence.
- ❏ Identify from a list of child sexual behaviors, those that are most frequently found in children who have and have not been sexually abused.
- ❏ List three age-related changes in thinking, memory, and moral development in children.
- ❏ Identify at least four red flag indicators of cases needing a more complete and thorough investigation.
- ❏ Identify the proper use of open-ended, close-ended and multiple choice questions.
- ❏ Identify key interviewing techniques that will assist workers in obtaining better information, with more relevant details about the allegation.
- ❏ Demonstrate the use of open ended questions, appropriate for use in interviewing a child alleged to have been sexually abused.
- ❏ Develop a minimum of three hypotheses about the allegation and prepare a plan for investigation based on these hypotheses.

New!

Motivational Interviewing

Frances Cox, LPC, MEd; Peggy Landrum, PhD, LMFT, LPC, RN;

6 hours

Nanette Stephens, PhD; Mary Velasquez, PhD

Health Behavior Research and Training Institute

This workshop is targeted for FBSS, CVS, FAD, & other non-Investigator CPS positions. Motivational Interviewing (MI) is a state-of-the art, evidence-based counseling approach designed for enhancing intrinsic motivation for positive behavior change. Originally developed in the drug and alcohol field, MI is now being widely applied in a variety of settings including mental health, child maltreatment, substance use, health care, domestic violence, and criminal justice. This one day workshop will introduce participants to the spirit, principles and skills of MI. Learning activities will include didactic presentations, demonstrations, videotapes, role-plays, and group exercises.

Note: Workshop is targeted for FBSS, CVS, FAD, & other non-Investigator CPS positions.

Objectives

- ❖ Identify the MI “Spirit.”
- ❖ Identify motivational interviewing principles.
- ❖ Demonstrate skills and strategies for working with clients in a variety of settings.
- ❖ Identify ways to reduce resistance.
- ❖ Explore the nature of change: motivation and ambivalence.
- ❖ Practice reflective listening.
- ❖ Practice eliciting Change Talk.
- ❖ Identify strategies for dealing with resistance.

Secondary Trauma: Managing Our Own Well-being

Ellen Murphy, LCSW






6 hours

The University of Texas at Arlington

One expert describes secondary trauma as “the stress resulting from helping or wanting to help a traumatized or suffering person.” CPS workers frequently experience this emotional stress a result of their everyday work with abused and neglected children. This workshop focuses on the effect of both general work stress and secondary traumatic stress resulting from intense interaction with traumatized clients. You will learn specific ways to counteract the negative impact of this stress in order to reduce the emotional cost of caring.

Note: Formerly Titled “Secondary Trauma: Reducing the Cost of Caring”.

Objectives

-  Identify sources of life stress.
-  Identify signs of burnout.
-  Identify signs of compassion satisfaction.
-  Identify signs of secondary traumatic stress/compassion fatigue.
-  Demonstrate specific skills that assist in managing life stress, burnout, and secondary traumatic stress.

Terrified of Testifying? Catatonic over Court? Legal Intervention in Child Abuse Cases

Cynthia B. McKenzie, MSSW, CSW, JD

6 hours

Nancy R. DeWees, JD, LCSW, LPC

Are you terrified of testifying in court? Do you get catatonic when you know a contested hearing is scheduled for your case? Master your fears by learning how to organize information, coordinate the preparation process with your legal counsel, and prepare for direct and cross-examination. This workshop will include specific tools, resources, formats, and protocols designed to enhance your effectiveness and credibility at trial. Participants will gain a better understanding of the legal process, their role in that process, and how to be an effective child advocate in court.

Objectives

- ❏ Discuss the difference between civil and criminal prosecution and the impact of prosecution on the family and the victim.
- ❏ Identify the pretrial and trial role of caseworkers in minimizing the trauma of court on child victims.
- ❏ Outline the legal processes, procedures and caseworker's role in removing children from parents.
- ❏ Enumerate the caseworker tasks in preparing the case for court and assisting the agency's legal counsel to prepare for trial.
- ❏ Identify the techniques for effective testimony and responses to cross examination.
- ❏ Identify and practice the techniques for effective testimony and responses to cross examination through use of a mock trial.

CHILDREN & ADOLESCENTS

New!








Adoption: There's No Place Like Home

PSTI Trainers

6 hours

Adoption is a highly specialized field that focuses on placing children with families and providing services to ensure that these placements are permanent. This workshop is designed to help adoption workers (a) fully understand disproportionality and how this impacts adoptions, (b) assess and prepare children for adoption, (c) identify and work with pre-adoptive families, (d) match children with these families, and (e) properly support the adoption through the placement process.

Objectives

-  List the reasons adoption is a better option than PMC.
-  Understand disproportionality and its effect on which children need adoptive placements.
-  Identify the key components to effectively prepare children and youth for adoptive placement.
-  Learn how to create Lifebooks and Timelines with children to prepare them for permanent placement.
-  Identify the truth versus five common myths about identifying appropriate adoptive families for children.
-  Know how to complete a pre-placement conference/staffing.
-  Be able to explain basic post-adoption services to adoptive families.







Best Practices with Children with Developmental Disabilities

Laura Buckner, MEd, LPC; Shelley Dumas, PhD; Denise De La Garza, PhD
Texas Center for Disability Studies

6 hours

Want to know about effective practice with children with disabilities? Come to this training to learn about disabilities, resources, and interventions with these children and families. Consider policy issues, service planning, and models to facilitate best practices. Examine case situations to explore your own knowledge and skills. In the process, learn to be more knowledgeable and confident in providing assistance to this client population.

Objectives

-  Gain an understanding of how children with disabilities have historically been cared for and learn about the vision for these children in today's world.
-  Gain an understanding of what it means to have a developmental disability and learn the basic characteristics of high incident disabilities.
-  Begin to recognize the functional service and support needs of children with disabilities.
-  Understand the importance of comprehensive transition planning for children with disabilities.
-  Gain new insight into the stress factors families caring for children with disabilities may experience.
-  Learn where to go when you need more help.







Child Neglect: The Silent Killer

Gloria Corder, MSSW

6 hours

Learn the sobering facts about child neglect. More children die each year from neglect than from abuse, so expand your knowledge and learn about resources to fight this silent killer. Review and discuss definitions of neglect, examine the causes of parental neglect, and identify community standards of care. Explore various intervention approaches, the problems encountered, and strategies to address them. In the process, consider the challenges of working with families from different cultures, with substance abuse problems, and in poverty.

Objectives

-  Feel more prepared to recognize the potentially lethal forms of child neglect.
-  Review and discuss definitions of neglect and causes of parental neglect.
-  Identify community standards of care and review case scenarios based on “acceptable standards of care.”
-  Explore problems faced when intervening in child neglect cases and problem-solve strategies to address them.
-  Compare and contrast various intervention approaches.
-  Identify the unique challenges of working with families from different cultures, with substance abuse problems, and in poverty.







I Miss My Family: Separation and Loss from a Child’s Perspective

PSTI Trainers

6 hours

Removal and placement decisions have far-reaching implications for children and parents, including a profound sense of loss and separation. While removal from the home may be necessary to ensure a child’s safety, multiple placements while in CPS custody intensify the separation experience and affect children’s ability to adjust to other caregivers. This workshop will examine five types of attachment experiences, loss and separation dynamics in visitation, and how these issues affect permanency. Participants will practice assessment skills and enhance their ability to develop visitation plans that address attachment, loss, and separation concerns.

Objectives

-  Define loss and psychological responses to loss.
-  Identify loss responses for adults and children.
-  Identify 5 attachment behaviors.
-  Develop a vignette depicting a specific attachment behavior.
-  Assess attachment behaviors utilizing vignettes.
-  Develop a visitation plan utilizing attachment behavior vignettes.





Shaken Baby Syndrome and Abusive Head Trauma: Medical, Investigative, and Legal Issues

Bonnie Armstrong, BS

6 hours

Abusive Head Trauma is the leading cause of death and disability in children. Learn about the medical aspects of Abusive Head Trauma, including diagnosis, mechanism of injury, and symptoms. Receive instruction on a thorough investigation, including twelve identified elements leading to a successful outcome. Consider the legal aspects of Abusive Head Trauma and steps to take to build a solid legal case that will result in protection of children. Learn resources available to department personnel. (While this workshop is geared toward Abusive Head Trauma involving children, the content and information also is relevant to adult victims of physical abuse.)

Objectives

-  Identify the 3 main findings in the Abusive Head Trauma case.
-  Name mild and severe symptoms seen in Abusive Head Trauma cases.
-  List the 12 elements of a thorough investigation.
-  Discuss the importance of developing a timeline.

Taming the Tongue: Effective Interventions for Managing Behaviors (in CPS)

Kraig Stockstill, LMSW

6 hours

Are you or people you work with battling the same behaviors from the same kids? Do you want to enhance your skills or theirs to effectively and positively manage common behavioral issues arising with children? This workshop will help you learn how to manage behaviors such as biting, bullying, defiance, not listening, talking back, and temper tantrums. In the process, you will learn how these management techniques can be expanded to control other undesirable behaviors.

Objectives

- ❏ Identify why children act the way they do and why, as adults, we act/respond the way we do.
- ❏ Explore positive behavioral interventions and how to implement them.
- ❏ Understand the “Ten C’s of Critical Change” and how they affect behavior modification.
- ❏ Clarify the adult’s role in behavior modification and the importance of developing and implementing positive interventions.
- ❏ Develop and enhance personal introspection and learn how adults impact and influence behavior and change.
- ❏ Consider how information about behavioral change can be used in CPS work with children and families.

Working with Adolescents in Conservatorship

PSTI Trainers

6 hours

This training will provide participants with a detailed look at adolescent development. Substance use and abuse, sexually transmitted diseases, healthy sexual development and sexually responsible behavior will be covered. Case planning that promotes the development of prosocial goals and responsible decision-making will be explored. In addition, strategies for engaging youth and sensitivity to the specific developmental needs of this adolescent population will be discussed.

Objectives

- ❏ Describe how staff's attitudes and values about sex affect their capacity to address developmental issues related to sexuality with children.
- ❏ Identify different identity and self-concept issues adolescents face during adolescent years.
- ❏ Identify the developmental progression of normal sexual behaviors of the preschooler, the latency-aged child, and the adolescent.
- ❏ Discuss ways to respond to children's sexual questions.
- ❏ List three characteristics that differentiate normal, non-problematic sexual behaviors of children and adolescents from those that are symptomatic, giving examples of such symptomatic behaviors in each age group.
- ❏ Identify and discuss drugs used by adolescents.
- ❏ Discuss sexually transmitted diseases associated with adolescent sexual behavior.
- ❏ Identify and discuss strategies for engaging youth in making good choices for themselves.

Youth in Transition to Adulthood







Rhonda Dyer, LCSW

6 hours

Youth that have grown up in the foster care system face many challenges as young adults. Learn about the needs and resources available to these youth as they age out of foster care. Particular attention of aftercare resources and new legislation will help youth plan for the future as they prepare for adult living. Come learn what is available for these young adults as they face the real world.

Note: Revision of workshop formerly titled “Growing Up and Aging Out of Foster Care.”

Objectives

-  Learn the developmental delays foster care youth experience due to growing up in foster care.
-  Identify the resources to meet the preparation for adult living needs of youth while in foster care.
-  Understand changes and issues in national theories and practice with youth in transition and how Texas is implementing those changes.
-  Help youth prepare for educational opportunities after they leave care and to learn to plan for those services as they age out of care.
-  Learn planning and resources for young adults after they age out of the foster care system.
-  Learn discharge planning and the responsibilities of the youth’s Circle of Support, especially the CPS caseworker’s needed planning activities.

DOMESTIC VIOLENCE

Abused Children and Battered Women: Linking CPS & Domestic Violence and Addressing Substance Abuse & Mental Health Concerns

Noël Busch-Armendariz, MPA, PhD, LMSW
The University of Texas at Austin

12 hours

This is a two-day workshop addressing domestic violence. Domestic violence is a dangerous act that places children at risk for abuse and neglect. This workshop provides child protective workers with information and practice skills to address the high correlation between child abuse and partner abuse and the accompanying substance problems and mental health issues that also may occur. Strategies for increasing the safety and well-being of children and adult victims will be discussed, along with strategies for addressing substance abuse and mental health issues such as depression and anxiety. Techniques for intervention and advocacy will be shared.

Note: Combination of workshops formerly titled “Abused Children and Battered Women: Linking CPS & Domestic Violence” and “Advanced Practice with Battered Women: Addressing Substance Abuse Treatment Issues & Mental Health Concerns.”

Objectives

- ❖ Feel more prepared to investigate situations of child abuse that also involve partner abuse.
- ❖ Describe the correlation of child abuse and partner abuse and its implications for child and adult victims and for substance abuse and mental health issues.
- ❖ Identify and assess the physical and psychological responses to abuse and available coping mechanisms for children and adult victims.
- ❖ Identify behavioral, physical, and emotional indicators of partner abuse.
- ❖ Identify indicators of substance abuse and mental health issues.
- ❖ Demonstrate effective interviewing skills for use with adult victims of abuse.
- ❖ Demonstrate intervention skills in cases that also involve substance abuse and mental health concerns.
- ❖ Identify potential resources, treatment approaches, and intervention strategies to assist in recovery.
- ❖ Identify and evaluate culturally sensitive approaches with diverse clients and their families during abuse investigations that involve both child and partner abuse.

Violence in the Family: Making a Difference


Peter Lehmann, DSW, LCSW


6 hours

The University of Texas at Arlington

The purpose of this workshop is to give workers a number of practical tools for assessing and working with families who are dealing with the impact of violence in their lives. Participants will learn how to develop a framework for understanding family violence, and how to communicate with children to assess their coping. Both will be done using existing case studies. Four interventions will be discussed, including: 1) validating mother and child's experiences, 2) building on individual strengths, 3) developing personal control and 4) exploring individual options. This workshop will explore the issues of helping the mother and father re-define their roles, dealing with feelings as a family, and finding non-violent ways of communicating. Participants will be asked to bring their own cases for discussion.

Objectives

-  Develop assessment skills for use with mothers, fathers, and children who have experienced violence.

-  Increase intervention skills with families who have experienced violence. Engage mothers, children and families who want to live violence-free.

ETHICS

Communicating CPS Authority in a Balanced Way






PSTI Trainers

6 hours

Communicating authority can be tricky business: how it's communicated can facilitate positive outcomes with clients or create more obstacles to achieving the goals of safety and compliance. Join us for a day of exploring the best practice of authority in CPS. In this workshop, we will identify the impacts of different authority styles, determine what influences your choice of authority styles, practice balanced assertiveness skills and learn new strategies to integrate into your work with children and families. Because authority styles can reflect personal, often internal processes, this workshop includes a strong self-reflective component. Come prepared for an interactive and thought-provoking experience.

Note: Workshop qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS or CCL Advanced Specialist.

Objectives

-  Through large group discussion, participants will describe the challenges of the CPS specialist's role of authority and list common responses to unequal power relationships.
-  Using an "Authority Styles" continuum framework, participants will identify the contextual differences between "Control for Protection" and "Collaboration for Change" in an ethical use of authority.
-  Participants will determine the impacts of aggressive and passive authority communication styles on children and families.
-  Participants will determine the situations in which they are personally most vulnerable to communicating authority in an imbalanced way.
-  Using a Color Styles Inventory, participants will identify strategies to overcome differences with their clients.

Embracing Kinship Care






PSTI Trainers

6 hours

When children can no longer live with their parents, relatives and kinship relationships are the preferable choice for placements. This workshop will focus on the worker's ethical role in supporting permanency in kinship placements. Participants will examine 1) the worker's role after placement, 2) how information shared with (or withheld from) caregivers can make or break a placement, 3) key issues for grandparents and relatives in assuring the safety of children, and 4) how to meet the special needs of grandparents and other relatives.

Note: Workshop qualifies as ethics training for Texas licensed social workers.

Objectives

-  Identify at least five key issues to consider when placing children with grandparent, relatives, or in kinship relationships.
-  List critical information needed, by caregivers, prior to placement of children.
-  List five positive aspects of relative/kinship placements.
-  Develop an advocacy plan for a grandparent/kinship caregiver in need of support to make the relationship permanent.
-  Identify special issues for grandparents caring for grandchildren.

Ethical Decision Making in CPS: How to Make It Happen!

Donna Garrett, LMSW, MPA





6 hours

Our Lady of the Lake University

CPS staff make decisions on a daily basis that are laden with ethical issues/dilemmas. This interactive workshop provides an opportunity for staff to become more skilled in identifying these issues and, utilizing a variety of tools, to enhance ethical decision making. This workshop is well suited for new CPS staff as well as tenured staff who want a refresher.

Note: Formerly titled “Ethical Decision Making in CPS: Strategies for Making It Easier.” Workshop qualifies as ethics training for Texas licensed social workers.

Objectives

-  Identify the “hidden” ethical issues/dilemmas in CPS decisions.
-  Demonstrate the ability to apply social work and CPS core values in decision making.
-  Be aware of personal values and how these values can impact professional decision making.
-  Utilize various strategies that can strengthen the ethical decision making process.

Ethical Issues in Child Welfare







Rhonda Dyer, LCSW

6 hours

A fun, interactive way to apply the NASW Code of Ethics to our work with youth and placement decisions. Participants learn about children's rights, national laws and the ethical implications to the youth we serve. Addressing everyday ethical dilemmas we face in the field is used for practice and application of a decision making tree. Youth perspective and their rights will be strongly integrated in the entire presentation.

Note: Workshop is best suited for CPS and RCCL staff. Workshop qualifies as ethics training for Texas licensed social workers. Workshop counts as ethics training for certification through PSTI as a CCL Advanced Specialist.

Objectives

-  Review the NASW Code of Ethics and how it pertains to working with youth.
-  Review major national legislation and how it pertains to ethical considerations for youth in care.
-  Through an interactive method, identify and take a stand on ethical issues that commonly occur in the child welfare field.
-  Use the ethical decision making tree in everyday ethical situations.
-  Discuss placement issues and Family Group Conference methods as they relate to ethical challenges.
-  Use the NASW Code of Ethics as an aid in placement decision making.

MENTAL HEALTH ISSUES

Anxiety, Anger, Stress and Depression in Children: Infancy Through Age 10

Steve Adams, PhD, LCSW

6 hours

Stress, anger, anxiety, and depression are common in young children, especially those from a background of poverty or family violence. Participants will learn how these internalizing disorders develop as a result of trauma and separation, how to identify and evaluate these conditions, and how to intervene to promote more positive functioning.

Objectives

- ❏ Describe the major features of psychosocial development for children from 0 to 11 years of age.
- ❏ Describe the process of “attachment” and how problems can arise if not developed.
- ❏ Describe the causes, diagnostics and treatments for the following internalizing disorders: depression, anxiety and stress.
- ❏ Describe how the internalizing disorders interfere with child development.
- ❏ Demonstrate proficiency in using a checklist of concerns (signs and symptoms) with parents, foster parents, adoptive parents and other caregivers.
- ❏ Be able to demonstrate or discuss 3 ways that a home environment can be set up to help decrease stressors on children.

Anxiety, Anger, Stress and Depression in Children: Age 10 Through Adolescence

Steve Adams, PhD, LCSW

6 hours

This workshop will provide participants the opportunity to learn more about the internalizing disorders of severe stress, anxiety, anger, and depression in older children and adolescents. What impact do these disorders have on relationships, school performance, career choices, and health? What are the indicators for long-term problems with these disorders and what are the most appropriate long-term interventions? The training will emphasize practical interventions—from medication to behavioral and environmental techniques—that promote more positive functioning.

Objectives

- ❏ Describe the major features of psychosocial development during 12–18 years of age.
- ❏ Describe the cause, diagnostics and treatments for:
 - Major Depression, Dysthymia, Bipolar, Postpartum, and PMS.
 - Generalized Anxiety Disorder, Phobias, Panic Attacks, Obsessive Compulsive Disorder.
 - Eating disorders such as Anorexia Nervosa, Bulimia Nervosa.
 - Trauma disorder such as Post Traumatic Stress Disorder I and II.
 - Stages of Grief.
- ❏ Describe how the internalizing disorder interferes with expectations in “normal” child development.
- ❏ Set up at least 3 ways that living environments can aid in the healing of these disorders.








Ice Cold & Red Hot: The Effects of Trauma and Neglect on Neurodevelopment

Neil Stegall, LCSW

6 hours

Do you sometimes find yourself sad, frustrated and confused by the behavior of children on your caseload? One child might be prone to highly emotional meltdowns; another seems indifferent and hard to reach. Often, problems with attachment, adaptation and self-control are directly related to the effects of abuse and neglect on the growing brains of children. This workshop will enhance your understanding of the special vulnerability of children to trauma and neglect as you learn the two characteristic responses to trauma; the long term impact of trauma and neglect on mental health; and appropriate forms of treatment.

Objectives

-  Define and differentiate bonding, attunement, and attachment.
-  Review how trauma and neglect impact the brain during critical growth periods.
-  Discuss dissociation and hyperarousal as two characteristic responses to trauma.
-  Identify the possible long-term mental health consequences of trauma and neglect.
-  Specify constructive, currently available treatments for mental health problems resulting from trauma and neglect.
-  Develop a practical plan for managing the hyperarousal and dissociative states of a maltreated child through group discussion of a case study.
-  Develop a practical plan for an infant lacking parental nurturance through group discussion of a case study.







Impact of Disasters on Children, Families, and the Helping Professional: Ways to be Supportive, Helpful, and Resilient

Nora Druipple, ACSW, LCSW

6 hours

When disaster hits (whether a hurricane, flood, or some other big event), do you wonder if you or others can handle it adequately? Helping children and families avoid or overcome emotional problems in the wake of disaster can be one of the most important challenges for the helping professional to face. This workshop is designed to examine disasters, the impact that disasters have on children and families, and useful tools in assisting the trauma survivor and self-care for the helping professional.

Objectives

-  Identify experiences and implications of trauma/disasters.
-  Illustrate ways children, families, and helping professionals respond to trauma, especially for those already impacted by abuse or loss.
-  Consider how reactions to disasters impact thoughts, feelings, and behaviors.
-  Identify symptoms and ramifications of Post Traumatic Stress Disorder.
-  Identify practical ways to assist the trauma survivor in minimizing long-term harm.
-  Examine multiple self-care tools for the helping professional, including stress management, defusing, and debriefing.

Risk of Suicide in Teenagers (The)







Neil Stegall, LCSW

6 hours

This workshop is designed to familiarize CPS workers with risk factors for adolescent suicide. Increased knowledge about this tragic phenomenon will help workers to assess and confront individual client situations with greater skill and decisiveness. Workers will develop a greater ability to communicate with mental health professionals about this difficult issue. This can lead to timely mental health interventions in support of teen clients who are at risk for suicide. The workshop furnishes a broad overview of suicide in the U.S. to provide a background for discussion of the alarming increase in teen suicide in the last 40 years. The role of mood disorders, substance abuse, and antisocial behavior in teen suicide will be illuminated, as well as the impact of race and ethnicity.

Note: For APS Facility staff, this workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

-  Identify personal values and feelings about suicide.
-  Identify current personal beliefs and knowledge about teen suicide through self-inventory.
-  Learn two key identifiers of high suicidal risk in any situation.
-  Identify emotional and behavioral patterns associated with teen suicide.
-  Develop an understanding of the changing ethnic and racial incidence of teen suicide.
-  Practice identification of suicidal risk through group discussion of vignettes.

Understanding the DSM






Grace Ruth Aspy, PhD, LP, LSSP

6 hours

Psychological and psychiatric reports inevitably contain diagnoses and diagnostic codes taken from the DSM manual. This manual provides classifications that divide mental disorders into types and is used by all mental health care professionals. In order to collaborate with mental health care workers and to fully understand mental health reports, it is critical to understand the DSM and psychiatric or psychological evaluations. This workshop will focus on how the DSM is organized, what the major diagnostic categories are, and how to interpret the multi-axial approach used in mental health reports.

Note: Workshop qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Objectives

-  Understand coding and reporting procedures.
-  Understand the limitations of the DSM, particularly regarding gender, culture, socio-economic status, and potential biases in the diagnostic procedure.
-  Understand the major diagnostic categories.
-  Understand the implications of risk for a child returning home based on a multi-axial assessment.
-  Practice using the Global Assessment of Functioning as an assessment tool.

STRENGTHENING FAMILIES

Family-Based Services: Techniques for Working with Families in Their Own Homes





Peter Lehmann, DSW, LCSW

6 hours

The University of Texas at Arlington

This workshop will explore the day to day challenges of keeping families together and reunifying families. In this workshop, useful for any worker who provides services to families in their own homes, participants will learn techniques to empower families and assist families to re-connect and strengthen their own family bonds. The workshop will include a review of the goals, assumptions, and characteristics of family-based services, as well as a model for assessment, intervention and evaluation. Techniques will include operationalizing tasks, tracking progress, skills training, and family empowerment. Hands-on exercises and skills practice will be included.

Objectives

-  List the assumptions and goals of family-based services.
-  Describe four techniques that demonstrate sensitivity to families of different cultures, religious affiliations, sexual orientation, gender, social class, disability, and races.
-  Identify the environmental conditions that adversely affect families.
-  Demonstrate at least one assessment, intervention and evaluation skill that can be utilized in family-based services.






“How To” for Supporting Caregivers in the CPS System (A)

Luba Hansin-Jones, MSW, ACSW

6 hours

They're calling again?! Caseworkers routinely receive calls or requests for some type of support from caregivers, whether it is a biological parent, foster or adoptive parent, or kin provider. The agency expects you will provide support to clients and caregivers. But what does this really mean, and can you, a busy caseworker, meet all these needs? In this workshop, you will learn what support means to the agency and caregivers. You will also be provided with five simple techniques to convey “supportiveness.” Learn to use existing processes and systems to the benefit of caregivers.

Objectives

-  Understand and incorporate support as defined by CPS and by caregivers.
-  Distinguish between the commonalities and key differences in the support issues of the four types of caregivers: biological parent, foster parent, adoptive parent, and kin provider.
-  Complete a self-assessment of your “supportiveness” rating.
-  Identify and gain expertise in the five C-I-R-C-L-E techniques and the CPS processes that support caregivers.
-  Gain an understanding of the positive and negative consequences of being supportive.

New!







Poverty, Inequality, and Economic Hardship in Texas and Beyond: Myths, Realities, and Implications for Change

*Miguel Ferguson, Ph.D. with Stacey Borasky, Ed.D, MSW
The University of Texas at Austin*

6 hours

Most Americans would agree that every child deserves an equal opportunity to grow up in a healthy, positive environment, but children in the U.S. experience some of the highest rates of poverty in the industrialized world. This workshop will provide essential information on poverty and inequality in Texas and in the U.S., decipher the realities of living on a limited income, highlight specific barriers low-income parents face in meeting the social and economic needs of their children, and explore family-friendly policies used effectively in other countries.

Objectives

-  Describe the ways in which poverty and inequality are measured.
-  Analyze the extent to which the federal poverty level accurately reflects poverty and become familiar with alternative methods of measuring poverty and economic hardship.
-  Discuss the extent to which myths, film images, politics, and other forms of (mis)information inform our understanding of low-income populations.
-  Identify family-friendly social policies that have been used effectively in other countries.
-  Compare and contrast alternative methods to alleviate poverty.
-  Identify ways in which local communities and agencies can best respond to the needs of low-income community members.

SUBSTANCE ABUSE & ADDICTION

!

Assessment and Treatment of Alcohol and Drug Abuse: Supporting Families through the Process

PSTI Trainers

6 hours

With the prevalence of parents with substance abuse issues in the child welfare system, CPS workers are often faced with the daunting task of identifying signs of alcohol and/or drug abuse in the home, as well as determining how this affects the children involved. In this workshop, participants will be actively engaged in understanding and sharpening their skills at what is involved in assessment, treatment, and relapse prevention for substance abuse, as well as how best to support these adults and their children. Through deepened knowledge and skills regarding substance abuse issues, you will become better equipped to communicate with treatment providers and support parents through relapse.

Objectives

- ❏ Distinguish between substance abuse screen tools and full assessments.
- ❏ Identify treatment options for adults and the various differences of treatment based on gender and other factors.
- ❏ Distinguish between treatment and support for families with substance abuse issues.
- ❏ Identify how to best support all members of families in which there are individuals who abuse substances.
- ❏ List specific ways to support children with parents who abuse substances and ways to teach others to support children.
- ❏ Review the concept of “more actionable” and develop more actionable statements regarding how alcohol and drug use specifically impacts parenting in individual cases.
- ❏ Define relapse prevention and debase case decisions involved relapse.

Substance Abuse and CPS Clients

Susan Robbins, DSW, LCSW, LCDC
University of Houston

6 hours

This workshop will provide basic information and dispel myths regarding legal and illegal drugs of abuse, assessment and treatment of substance abuse. It includes information on the behavioral effects of drug use on adults and infants and the risks associated with heavy use. The risk of abuse to the child will be explored, as well as issues related to drug testing and treatment.

Objectives

- ❏ Identify the reasons why people use and abuse drugs.
- ❏ Describe the behavioral effects of stimulants, opiates, alcohol, sedatives, inhalants, marijuana, hallucinogens and other commonly abused drugs.
- ❏ Delineate the dangers and risks of drug use, abuse and dependence as it relates to child safety.
- ❏ Identify the benefits and issues associated with different types of drug tests.
- ❏ Describe interviewing techniques that can help the worker obtain a more accurate assessment of client drug use.
- ❏ Identify factors that are associated with success in treatment.

DFPS Workshops

CULTURAL COMPETENCY

From Our Children to Our Elders: Considerations when Working with African American Families





Sheara Williams, PhD, ACSW
University of Houston

6 hours

Come to this workshop to explore select cultural dimensions of African American families. Together, we will examine and dispel commonly held myths about the African American population. From a life span approach (childhood to aging/death), we will explore commonly held values and beliefs within African American families related to child care, child rearing, and discipline practices; family life, including themes of spirituality and outside support; and attitudes toward the elderly, nursing home versus kinship care, and death/dying. Through the use of case studies, interactive exercises, discussion and video, participants will apply this knowledge to their personal and professional experiences, with the goal of enhancing their practice and intervention with African American clients.

Note: Workshop counts as cultural diversity training for certification through PSTI.

Objectives

-  Consider the implications of African American history, myths, and facts for their practice with African American clients.
-  Explore, identify, and improve their level of cultural awareness in working with African American clients.
-  Examine commonly held values/beliefs within a diverse African American culture regarding children, family life, the elderly, and death/dying.
-  Engage in exercises and receive tools/resources that promote effective, culturally responsive, and strengths-based practice with African American clients.

New!

Gender, Culture, & Communication







Peter Harrell, Jr., BS

6 hours

We strive daily in our work and home arena to communicate effectively. Many times cultural and gender issues come into play, and we ignore the obvious. We forget that there are differences in the way we talk to each other. This class illuminates areas that heighten communication across culture and gender. We will cover the difference between “report” vs. “rapport” conversations, the best time to talk about cultural hot-button issues, whether multi-tasking is only for one gender, and much more. We will take a fresh look at closing the communication gaps across gender and culture.

Note: Workshop counts as cultural diversity training for certification through PSTI.

Objectives

-  Define culture and gender.
-  Identify at least three elements of culture.
-  Assess elements of each person’s culture.
-  Develop ways to improve working and home relationships.
-  Adapt your own communication style when necessary to create successful communication and relations.
-  Identify ways to reduce gender-related conflicts.

Understanding the Vietnamese Family: Tale of the 100 Eggs

Frank Chinh, MSW, MA

6 hours

Department of Family and Protective Services

This workshop will explore cultural value systems, religious traditions, social hierarchy, child rearing practices and care for the elderly in the Vietnamese family. The tension of the Tao of Filial Piety (Confucian) and the Doctrine of Suffering (Buddhist) from the Vietnamese culture play out in the care of elders and children and in the perspective on reporting abuse and/or neglect for the age groups. Comparisons will be drawn between the Vietnamese clients experience of social services in Vietnam versus those in the United States. Discussions will focus on how their experiences of adjustment/adaptation to American life have an impact on parenting practices and coping strategies. Participants will sample Vietnamese classical music, videos, case examples and interactive exercises that will enhance assessment and intervention skills.

Note: Workshop counts as cultural diversity training for certification through PSTI.

Objectives

- ❏ Identify and enrich participant's knowledge and understanding of the socio-cultural characteristics of Vietnamese clients and the milieu from which they emerged.
- ❏ Bring to surface feelings about participants' own beliefs, experiences and convey sensitivity to the impact of socio-cultural issues of this clientele.
- ❏ Understand potential difficulties between the Viet clients and the American service delivery system and how this tension impacts their access to services.
- ❏ Explore means for reaching out and working with Vietnamese parents, elders and children who have experienced problems in dealing with the American service delivery systems.
- ❏ Initiate a journey of ongoing dialogue to expand participants' perception and horizons on cultural differences to adapt their practice skills to the assessment and treatment process.
- ❏ Explore networking of services among professionals to serve this clientele.

Working with Mexican American Children and Families

Norma Cole, LMSW







6 hours

The University of Texas at Arlington

The purpose of this workshop is to introduce participants to the provision of culturally relevant protective and regulatory services to Mexican American families. We will examine how the agency's organizational structure, staffing patterns, staff development program and service delivery policies and practices may be barriers to the effective provision of services to Mexican Americans. The workshop will use case illustrations to help participants explore the concepts of the myth of assimilation, bi-culturalism and cultural diversity, Mexican American family and support systems, and health care practices in the Mexican American community. Assessment and intervention issues will also be addressed. Participants will have the opportunity to share and integrate their own experiences as they relate to these concepts.

Note: Workshop counts as cultural diversity training for certification through PSTI.

Objectives

-  Learn the concepts of biculturalism and transculturalism as applied to the Mexican American culture.
-  Learn some basic Spanish terms that will facilitate communication with Mexican and Mexican American families.
-  Identify and understand core values of the Mexican American family and implications for family life.
-  Understand the significance of life events and the effects on family life and decision making.
-  Be familiar with roles and relationships of Mexican American family and extended family.
-  Recognize the basic tenets of *curanderismo* (folk healing) as an alternative to traditional western medicine.

ETHICS

Discrimination: Pride and Prejudice








PSTI Trainers

6 hours

This workshop will help participants examine their personal values and the impact of those values on their work as DFPS staff. Participants will examine how their personal values and beliefs can result in discrimination and oppression, and will examine their roles in preventing discriminatory practices when working with clients through the use of personal experiences with discrimination. Participants will explore their feelings associated with discrimination from both the victim and victimizer point of view.

Note: Workshop qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS or CCL Advanced Specialist. Workshop counts as cultural diversity training for certification through PSTI.

Objectives

-  Define the terms beliefs, values, and ethics.
-  Identify their personal values by participating in a value identification activity.
-  Define the terms ethnocentric, ethnorelative, prejudice, discrimination and oppression.
-  Identify the feelings associated with discrimination from the victim and victimizer point of view by discussing a personal experience of discrimination.
-  List groups of people and commonly associated stereotypes.
-  Identify their awareness or ignorance of issues related to interacting with people with disabilities in a non-discriminatory manner by completing a language and etiquette survey.
-  Through participating in a group discussion, identify strategies to avoid stereotyping and discriminatory practice

Knowing Where to Draw the Lines: Professional Boundaries with DFPS Clients







PSTI Trainers

6 hours

The DFPS worker wields a great degree of power, and so is required to exercise professional authority with integrity and within clear relationship guidelines. In this workshop, participants will examine the ethical standards that relate to professional boundaries, and explore the reasons behind the importance of maintaining those boundaries. Because the underlying reasons for boundary concerns are due to personal, often internal processes, this workshop includes a strong self-reflective component, going beyond the specifics of the standards to explore how subtle boundary breaches can exist even within the most caring, best-intentioned actions.

Note: Workshop qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS or CCL Advanced Specialist.

Objectives

-  Using a boundary continuum framework, identify the impacts of DFPS boundary violations.
-  Through small group work, discuss the influences that increase workers' vulnerability to violate boundaries.
-  Through creative drawing, describe their personal development of professional boundaries.
-  In pairs, determine the situations in which they are personally most vulnerable to crossing clients' boundaries.
-  In small groups, analyze the indicators of eroding boundaries.
-  Through role play, practice using synergy to find ethical solutions to boundary problems.

PERSONAL GROWTH & PROFESSIONAL DEVELOPMENT





Handwriting on the Wall: Dealing with Workplace and Life Change (The)

Neil Stegall, LCSW

6 hours

Most of us are annoyed and scared by the prospect of change. This can create an emotionally charged resistance to change that prevents us from responding creatively and imaginatively to new challenges. Drawing information from the fields of psychology, personal growth, and management, this workshop creates a fun environment for energizing participants to deal with change at work and in their personal lives more positively and effectively.

Objectives

-  Identify common thinking styles and emotional responses that hinder effective responses to change.
-  Identify three specific negative reactions that reduced their personal effectiveness to a past change event.
-  Be able to list the seven key steps to deal with change.
-  Identify a current or prospective change event and generate alternative personal responses using the seven key steps.

Inspect your Parachute: Safety Precautions and Practices

PSTI Trainers

6 hours

Human service workers' personal safety is often at risk due to the nature of the work they perform. This workshop is designed to assist workers in recognizing threats to their safety and to gain strategies to increase safety within the office and during home visits with clients, including drug-related environments. Participants will learn predictive factors for potential client violence, how to recognize and respond to the various phases of violence, and how to de-escalate violent situations.

Objectives

- ❖ Identify situations in which your safety may be compromised.
- ❖ Develop skills to better determine predictive indicators for client violence.
- ❖ Recognize the phases of violence and how to respond to these.
- ❖ Develop strategies to de-escalate a potentially violent situation when feasible.
- ❖ Prevent or limit dangerous situations in the office and during home visits with clients.
- ❖ Gain knowledge and develop skills to increase your safety in drug-related environments.
- ❖ Identify ways to properly report incidents or situations jeopardizing your safety.

Planning Presentations and Terrific Training Tips







Gloria Corder, MSSW

6 hours

Have you been asked to do a community presentation or training class? Are you unsure what to talk about? Are you worried about keeping their attention? Why does DFPS even want you to do this presentation? This workshop will examine the fear of public speaking, specific techniques to add life to your training presentations, and the logistics of presentation/training planning. You will learn to recognize factors impacting your presentation skills, including body language, difficult people, and community perceptions of DFPS. Practice your skills and become a champion of community presentations and training!

Note: Formerly titled “Planning Presentations: Speaking with Your Community”.

Objectives

-  Through small group work, identify and validate benefits of conducting community presentations to DFPS mission and to themselves.
-  Develop and use logistical checklists in planning presentations.
-  In small groups, discuss strategies for handling challenging members of their audience.
-  Using different scenarios, small groups will create working outlines for presentations with special focus on opening and closing segments, and teachable units.
-  Experiment with using visual aids to generate interest in their topics.
-  In small and large groups, practice conducting presentations utilizing tips for successful public speaking.

Supervisor Certification Workshops







7 Habits of Highly Effective People (The)

PSTI and DFPS Trainers

21 hours

A Franklin Covey training. The principles taught in *The 7 Habits of Highly Effective People*—the national best-seller by Dr. Stephen R. Covey—are brought to life in this powerful workshop. In today's business environment, it's not enough to do things differently. You must do different things. To succeed, employees must proactively commit to the employer's most important goals and collaborate effectively with one another to achieve them. This 3-day workshop will help employees change the fundamental way they approach their jobs, relationships, and even problems and opportunities, by (a) breaking common ineffective behaviors and tendencies; (b) creating high levels of trust; and (c) developing strong interdependent relationships. Once you see and think differently, you will act differently. And those actions will produce superior results.

Objectives

-  Break common ineffective behaviors and tendencies.
-  Create high levels of trust, unity, and synergy.
-  Develop strong interdependent relationships.
-  Take initiative and responsibility.
-  Focus on key priorities.
-  Build win-win relationships.
-  Communicate effectively.
-  Value diversity.
-  Practice continuous improvement.

Developing Worker Competency

PSTI Trainers

9 hours

This workshop provides critical tools for developing worker competency and offers effective methods for determining where workers need improvement. Participants will learn ways of assessing workers' learning needs and styles of learning, as well as approaches to help workers assess their own learning needs. Participants will also learn ways to give workers critical feedback and questioning techniques to improve worker competency and develop shared accountability for cases/inspections.

Note: It is highly recommended, but not required, that you complete “Managing Workplace Harmony” or the new Core Supervisor training before attending this workshop. It is also recommended, but not required, that you complete your program’s supervisor BSD and “7 Habits” before taking this training.

Objectives

- ❏ Assess your level of staff development with workers.
- ❏ Recognize the five stages of learning and how to respond to each of these.
- ❏ Identify learning styles to better work with and train your workers.
- ❏ Get the greatest advantage from an anonymous feedback questionnaire by using specified guidelines for follow-up.
- ❏ State three ways to generate a skill list for a worker self-rating scale and compare the advantages and disadvantages of the three options.
- ❏ Learn various options for processing the worker self-rating scale and state the criteria for selecting the option.
- ❏ Recognize the components of a well-structured conference.
- ❏ Develop questions that empower your worker.
- ❏ Demonstrate giving feedback that facilitates growth.

Supervising for Retention

PSTI Trainers

9 hours

What can you, as a supervisor, do to retain your workers? This training will give participants steps for managing negativity in the workplace and warning signs of performance problems. Participants will assess their management style and learn to move beyond style conflicts. They will identify the differences between negotiation, collaboration, and mediation and when to implement these strategies in providing supervision. How-to steps for coping effectively with difficult behavior will be shared, as well as handling common defensive responses to corrective feedback.

Note: It is highly recommended, but not required, that you complete “Managing Workplace Harmony” or the new Core Supervisor training before attending this workshop. It is also recommended, but not required, that you complete your program’s supervisor BSD and “7 Habits” before taking this training.

Objectives

- ❏ Affirm your knowledge and skills as supervisors.
- ❏ Determine your ability to supervise assertively.
- ❏ Recognize the need to use positive reinforcement to build “emotional bank accounts.”
- ❏ Develop techniques for motivating, recognizing, and rewarding staff.
- ❏ Recognize the impact of your actions on employee behavior.
- ❏ Utilize techniques for overcoming negativity.
- ❏ Use specific corrective feedback for improving staff performance.
- ❏ Apply management techniques that prevent performance problems.
- ❏ Apply management techniques that help resolve worker conflict.
- ❏ Use knowledge of social style for working with diverse personalities.
- ❏ Apply strategies for coping with difficult people.

Supervision Electives Workshops

Beyond Listening to the Employee

Noel Landuyt, PhD, MA








6 hours

The University of Texas at Austin

Employee feedback is often used in organizational assessment and development. The challenge for leadership is to get beyond just collecting data, and to begin using the feedback process as a catalyst to enhance outcomes. This workshop will focus on a leader's use of employee organizational assessments to create a motivating and dynamic learning organization. Agency specific data and public agency best practices will illustrate the use of employee feedback as an organization development tool.

Note: Workshop is designed for staff employed in or preparing for supervisory roles.

Objectives

-  Promote agency vision and mission in areas of organizational improvement.
-  Instruct participants on the methodologies available in using assessment data in decision making and planning.
-  Present illustrations of DFPS and other agency best practices towards impacting employee perceptions and understanding of organizational objectives.
-  Provide an understanding of the employee organizational health assessment, the Survey of Organizational Excellence.
-  Coach participants in development of organizational development interventions.
-  Create an understanding of principles of employee feedback in organizational development.
-  Make available supplemental online content including streaming video, best practices, case study, and additional organizational development resources.

Diversity: Enhancing Skills and Modeling Competency

Sheara Williams, PhD, ACSW

6 hours





University of Houston

Workshop counts for cultural competency.

Diversity in the workplace encompasses many facets, including culture, race, gender, age, ability, sexual orientation, religion, body type, and social style. Come to this workshop to actively engage in exploring the many dimensions of diversity. Learn about your own and others' various aspects of diversity and how they influence interactions and relationships in the workplace. Explore real-life scenarios and discuss your own situations to increase skills as supervisors in a diverse workplace.

Note: Workshop is designed for staff employed in or preparing for supervisory roles. Workshop counts as cultural diversity training for certification through PSTI.

Objectives

-  Gain greater insight into various forms of diversity in the workforce: culture, race, gender, age, ability, sexual orientation, religion, body type, social style.
-  Enhance skills in addressing issues of diversity through strategies to become more competent.
-  Learn how to better model competency on issues of diversity for supervisees in their interactions with clients.
-  Increase productivity and strengthen the work team by drawing on the benefits of the diversity of all team members.

New!

Multi-Generations in the Workplace: Understanding Generational Diversity

Bridgette Hardin, EdD

6 hours

Texas A&M University–Corpus Christi

The multi-generational workplace can either be a battle zone of colliding generational mindsets or a dynamic working organism of collectively appreciated generational ideologies. This workshop explores concepts aimed at creating a cohesive working environment of generational harmony in the workplace, while defining each generation and exploring how their generational ideologies came to be.

Note: Workshop is designed for staff employed in or preparing for supervisory roles. Workshop counts as cultural diversity training for certification through PSTI.

Objectives

- ❏ Close the generational gap by defining each of the four generations in the workplace (Traditional/Veteran; Baby Boomer; Generation X; Millennials/Millenniums/Nexters/Generation Next/Generation Y).
- ❏ Address the “first impression” stereotypes and diversity of each generation in the workplace.
- ❏ Understand the societal messages and events that molded the ideologies of each generation.
- ❏ Explore the dynamics of multi-generational communication and how to become an effective “multi-generational communicator.”
- ❏ Acquire skills in multi-generational team building and collaboration.
- ❏ Acquire skills in successfully integrating the newest generation (Millennials/Millenniums/Nexters/Generation Next/Generation Y) into the workplace.
- ❏ Learn to utilize each generation’s “performance style” to maximize unit performance.
- ❏ Develop skills to create a “coaching environment” where all generations learn from one another.

Distance Learning Workshops

VIDEO & WORKBOOK MODULES

To request materials for these workshops, please contact Patricia Baxter, (512) 471-5274 or pabaxter@mail.utexas.edu.

Ethical Issues for Social Workers in CPS









Videotape and Workbook

3 hours

Explore the importance of ethics and the impact ethical decisions and dilemmas have on your work with clients. This workshop will focus on not only the NASW code of ethics, but also on the laws, legislation and regulations that impact the CPS worker. The six core values of social work will be reviewed as well as the guidelines for making ethical decisions.

Note: The video format is designed to be used by a group of participants and is eligible for .3 CEUs to meet the Texas ethics licensing requirements for social workers. It counts as ethics training for certification through PSTI.

Objectives

-  List reasons for having a Code of Ethics and compare this list to NASW's 6 purposes for a Code of Ethics.
-  Review the 6 core values of social work.
-  Review the 6 areas of ethical responsibilities.
-  State the 11 areas of discrimination specified in the NASW Code of Ethics.
-  Identify barriers to making ethical decisions in a DFPS setting.
-  List at least 3 legal duties.
-  Evaluate your own personal values & biases.
-  Apply a 5-step decision making model to actual case examples.

Professional Boundaries with DFPS Clients: Ethical Issues





Videotape and Workbook

3 hours

In this workshop, participants will use a “Boundaries Continuum” framework to examine the ethical standards that relate to professional boundaries. Participants will explore the ethical reasons for maintaining those boundaries, consider the indicators of unbalanced boundaries and practice strategies for maintaining healthy professional boundaries. Because the boundaries are personal, and part of internal processes, this workshop includes a strong self-reflective component, looking at specifics of the standards, and exploring how subtle boundary breaches can exist even within the most caring, well-intentioned actions.

Note: The video format is designed to be used by a group of participants and is eligible for .3 CEUs to meet the Texas ethics licensing requirements for social workers. It counts as ethics training for certification through PSTI.

Objectives

-  Using a boundary continuum framework, identify the impacts of DFPS boundary violations.
-  Discuss the influences that increase their vulnerability to violate boundaries.
-  Analyze the indicators of eroding boundaries.
-  Through role play, practice using synergy to find ethical solutions to boundary problems.

Tools for Solving Ethical Dilemmas






Videotape and Workbook

3 hours

Every day we are faced with ethical dilemmas in our casework. As rapid change affects all areas of society, these dilemmas are becoming more complex. We constantly need to examine our own definition of ethics and understand how our personal definition is affected by changes in societal values, laws and professional codes of behavior. How can the use of models for ethical decision-making help us when faced with real life practice situations? This video will address these questions and will give you the opportunity to practice some new ethical decision making skills.

Note: The video format is designed to be used by a group of participants and is eligible for .3 CEUs to meet the Texas ethics licensing requirements for social workers. It counts as ethics training for certification through PSTI.

Objectives

-  Define and explore the importance of values and ethics in professional practice.
-  Discuss ethical dilemmas and ethical problems in professional practice.
-  Identify and apply key principles of the social work licensure Code of Ethics to specific practice situations.
-  Define and apply the collaborative model of ethical decision making to DFPS practice.
-  Examine benefits of ethical decision making.

Working in an Environment Laden with Ethical Dilemmas







Videotape and Workbook

3 hours

Many assume that DFPS employees can leave their personal beliefs and feelings at the door and separate this personal aspect of the self from their professional practice. This is sometimes easier said than done. This video workshop will provide each participant with a format to consider the issues of self awareness, values conflicts and strategies to manage survival when working in an atmosphere laden with ethical dilemmas. The workshop format will provide the opportunity to gain insight about the self on both the personal and professional levels of interaction.

Note: The video format is designed to be used by a group of participants and is eligible for .3 CEUs to meet the Texas ethics licensing requirements for social workers. It counts as ethics training for certification through PSTI.

Objectives

-  Define the terms beliefs, values and ethics.
-  Identify personal values by participating in a value identification activity.
-  Identify the feelings associated with values conflicts.
-  Identify the feelings associated with values conflicts by discussing personal experiences.
-  Identify strategies and tolls to utilize as personal coping strategies when involved in values conflicts and ethical dilemmas.
-  Identify and share “words of wisdom” to be utilized in position self-talk when involved in challenging situations.

PROTECTION CONNECTION ONLINE MODULES

Protection Connection modules are available on the e-Train portion of the DFPS intranet. For additional information about *Protection Connection*, please contact Jason McCrory, (512) 471-5743 or jmccrory@mail.utexas.edu.

Disproportionality in Child Welfare

Online Module

1.5 hours

This article provides an overview of types of disproportionality, why it is harmful, and practice approaches that tend to ameliorate disparities. Includes a family culture assessment activity on nine values continuums and a final section describing the situation in Texas and the collaborative efforts underway in various regions to ensure racial/ethnic justice and parity and improve services and outcomes for all CPS families.

Note: For CPS staff, this module counts as cultural diversity training for certification through PSTI.

Ethical Decision Making in DFPS

Online Module

1.5 hours

This issue discusses your professional role in making ethical decisions, and provides several tools to help you make the best possible ethical decisions, even in the most difficult cases.

Note: This module qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS or CCL Advanced Specialist.

Ethics of Forgiveness in Protective Services (The)

Online Module

1.5 hours

Many DFPS clients have experienced serious interpersonal trauma and struggle with forgiveness as part of their healing process. This article discusses the concept of therapeutic forgiveness, reviews related ethical controversies, and considers what makes for authentic forgiveness. Includes sections on forgiveness in children and with older adults, and provides two models of therapeutic forgiveness.

Note: This module qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS or CCL Advanced Specialist.

Fostering Personal, Client and Family Resilience Part 1: Resilience, the Resilient Child, and the Resilient Professional

Online Module

1.5 hours

The first of a two-part series on resilience throughout the lifespan. This issue provides an overview of the concept of resilience, discusses resilience in children, and explores how DFPS professional staff can remain resilient in their work.

Fostering Personal, Client and Family Resilience Part 2: Resilience in DFPS Clients

Online Module

1.5 hours

The second installment of a two-part series on resilience throughout the lifespan. This issue discusses particular aspects of resilience for maltreated children and children in care, families, older adults, and caregivers.

Mental & Emotional Disorders in Maltreated Children Part 1: Bipolar, Borderline and Dissociative Disorders

Online Module

1.5 hours

The first of a two-part series on mental, behavioral and emotional disorders in severely maltreated children. This issue discusses symptoms, comorbidity, obstacles to recognition, and therapeutic interventions for children with bipolar disorder, borderline personality disorder, or dissociative disorder.

Note: For APS Facility staff, this module qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Mental & Emotional Disorders in Maltreated Children Part 2: Reactive Attachment Disorder, Schizophrenia and Somatization

Online Module

1.5 hours

The second installment of a two-part series on mental, behavioral and emotional disorders in severely maltreated children. This issue discusses symptoms, comorbidity, obstacles to recognition, and therapeutic interventions for children with reactive attachment disorder, schizophrenia, or somatization and other somatoform disorders. Case illustrations and additional resources are included.

Note: For APS Facility staff, this module qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Parents with Mental Illness

Online Module

1.5 hours

Most parents with mental illness are competent, caring, and protective parents. Others are capable of adequate parenting most of the time, and with appropriate supports and safeguards in place, their children are not at significant risk. This module provides an overview of how mental illness can affect parenting roles and the impact on children of having a parent with mental illness. Practice tips and resources are provided for assessing and working with these families.

Note: This module qualifies as mental health/mental retardation training for certification through PSTI as an APS Advanced Specialist.

Screening for Substance Abuse and Motivating Client Change

Online Module

2.0 hours

This *Protection Connection* provides information about screening clients for substance use problems, helping clients find motivation for getting treatment, and collaborating with the substance abuse treatment provider. It introduces the Stages of Change model as a way of thinking about a client's readiness to work on substance abuse issues, and reviews the basic philosophy, principles, and techniques of Motivational Interviewing.

SPECIAL TOPICS ONLINE TRAINING

These modules are available on the e-Train portion of the DFPS intranet. For more information, contact Jason McCrory at jmccrory@mail.utexas.edu or (512) 471-5743.

Meth Basics and Worker Safety (CPS Version)

Online Module

1.5 hours

This online training module presents essential information for CPS staff who may encounter methamphetamine users, settings where meth is used or manufactured, and children at risk due to caregiver meth use or meth lab dangers. It focuses on risk assessment and worker safety in these situations.

Meth Basics and Worker Safety (APS Version)

Online Module

1.0 hours

This online training module presents essential information for APS staff who may encounter methamphetamine users, settings where meth is used or manufactured, and vulnerable adults at risk due to caregiver meth use or meth lab dangers. It focuses on worker safety in these situations.

PSTI Certification Programs for DFPS Staff

Certification is a voluntary process designed to recognize a supervisor's or worker's professional development beyond the required basic job skills.

For certification information, email certificationoffice@uta.edu or call (817) 272-5355 or (817) 272-7413.

Applications may be downloaded from www.utexas.edu/research/cswr/psti (click on "Certification").

Trainer Profiles

Stephan Adams, PsyD, LCSW

Dr. Adams is an experienced consultant and clinician and is the Founder and Director of Positive Power Kids, a program to help and empower children with ADD/ADHD. Steve was previously the Director of the Center for Neurofeedback and Counseling in Colorado Springs, Colorado. He has been the director of a residential treatment center, a therapist/case manager on an adult psychiatric unit, and Clinical Director of an alternative school and outpatient family therapy clinic. He has a BA from Miami University, Ohio; an MSW from Our Lady of the Lake University in San Antonio; and a Doctorate in Psychology from California Coast University. Steve specializes in ADHD, depression, anger, anxiety, and behavior management.

Bonnie Armstrong, BS

Ms. Armstrong is Program Director of the Infant Mortality Prevention Education Program and is Lead Consultant for the Serious Physical Child Abuse and Sudden Infant Death Syndrome Advanced Investigation Program and Regional Training Institutes. She is co-founder and President of the Shaken Baby Alliance. Bonnie is also an Adjunct Faculty Member for the Tarrant County College Child Abuse Intervention Training Project. She has a BS in Elementary Education from Tarleton State University.

Carole Ashendorf, LCSW

Ms. Ashendorf is a Gerontological Social Worker and has recently retired as an Assistant professor at Baylor College of Medicine. She sees herself as a strong advocate for older adults. Carole has served on the following committees in the Greater Houston area: the Health Advisory Board, Seniors Place, St. Luke's United Methodist Church; and the Ethics Committee, Plaza Specialty Hospital. She has also served on a Task Force on Informed Consent and Competency as part of the Ethics Committee of The Methodist Hospital, and the Support Services Committee, Alzheimer's Association of Greater Houston. She serves on the Dean's Advisory Board at the University of Houston Graduate College of Social Work. Carole is frequently a community speaker and gives continuing education seminars at the College of Social Work. Carole has a BA from Wayne State University and an MSW from University of Houston. She has been a PSTI Consultant Trainer since 2003.

Grace Ruth Aspy, PhD, LP, LSSP, National Register of Health Service Providers

Dr. Aspy is a Psychologist and Director of Intern Training Program for the Coppell Independent School District in Coppell, Texas. Dr. Aspy is also a member of the Ziggurat Group, a private practice group providing training and interventions for individuals with Autism Spectrum Disorders. She is a Licensed Psychologist and Licensed Specialist in School Psychology. Before becoming a psychologist, Ruth served as Area Director, Case Manager, and Residential Advisor of a mental health center in Florida. She has a BA from Carson-Newman College, an MS from Vanderbilt University in the area of counseling, and a PhD in School Psychology, with a specialty in Adult Education, from Texas Woman's University.

Trainer Profiles

Laura Buckner, MEd, LPC

Ms. Buckner has twenty-three years of experience in the field of education and disability and is the parent of two teenagers, one with a disability. She currently works as a Community Education Specialist for the Texas Center for Disability Studies at UT Austin and as a Program Coordinator with the Family to Family Network Texas Project First. Laura is a certified True Colors Trainer. She holds a B.S. Ed. in Elementary/Special Education and a M.Ed. in Counseling; she is a Licensed Professional Counselor (LPC) in the state of Texas. A 1996 graduate of the Texas Partners in Policymaking, Laura coordinated the Texas Partners Program for seven years and continues speaking to Partners in Policymaking programs nationally. Her busy family life, and community and state volunteer activities round out Laura's personal time.

Noël Bridget Busch-Armendariz, PhD, LMSW, MPA

Dr. Busch-Armendariz is an Assistant Professor at the School of Social Work at UT Austin. Prior to this position she was employed with the South Carolina Coalition Against Domestic Violence and Sexual Assault, Sistercare, Inc., both non-profit agencies serving survivors of interpersonal violence. In addition, Noël was a certified adoption trainer and investigator with child welfare and a Peace Corps volunteer. Noël earned a BA from High Point University and a MSW, a MPA, and a PhD in Social Work from the University of South Carolina. Her professional interests include domestic violence and sexual assault; social and public policy; international social work education, training, and practice; and other issues related to child welfare. She is the director of the Institute on Domestic Violence and Sexual Assault and worked as an advocate for 14 years. She has been a PSTI Consultant Trainer since 2001.

Frank Chinh, MSW, MA

Mr. Chinh is the CPS Regional Direct Delivery Support Director for Permanency Planning for DFPS and a member of the Leadership Team of the Texas State Strategy. As a Permanency Program Director, together with the State Office Permanency specialists and PDD, he develops instructional strategies, activities, and materials for Permanency Policy Update Training and Case Service Planning. He was previously a supervisor and caseworker with CPS. Frank has a Teaching Certificate from the University of Paris; an MA in Philosophy and a Masters of Divinity from Urbano University, Rome, Italy; and an MSW from the University of Pittsburgh. He is also a certified Cultural Diversity Trainer, is a native speaker of Vietnamese, has quasi-native fluency in English, as well as speaks French, Italian, and Spanish.

Diana Choban, BS

Ms. Choban is an Adult Protective Services Training Specialist and a former Facility Investigator with the Texas Department of Family and Protective Services, where she has served since 2001. Prior to this, she served as Publications Editor/Researcher with the Texas Department of Criminal Justice. She has also been a Technical Writer/Program Coordinator, Technical Writer/Production Coordinator, and Technical Writer/Editor. Diana received a BS in Journalism/English from Radford University in Virginia.

Trainer Profiles

Norma Benavides Cole, LMSW

Ms. Cole is currently an Outreach Coordinator for the Texas Two Step Project under Interdisciplinary Studies at UT Arlington. She serves as an Adjunct Professor during the summers at UTA with the School of Urban and Public Affairs. Norma is also a social work consultant and trainer. She has served as the Director of Admissions, Director of Child Welfare Services, Director of the Center for Chicano Aged, and the Director of Field Instruction of the Community Service Clinic at the UT Arlington School of Social Work. Norma has a BA from UT Austin, an MSW from University of Houston, and has been engaged in doctoral studies at Tulane University and UT Arlington.

Kristen Conner, MSW

Ms. Conner is Administrator of the Art of Loving Well program at United Community Centers, Director of Clinical Services for The Excel Center of Fort Worth, and UT Arlington Field Supervisor for Fort Worth Independent School District. She has performed clinical social work since 1986, has taught university social work courses as an adjunct faculty member since 1998, and has been a Field Instructor/Supervisor since 1992. Kristen has a BSSW from Illinois State University and an MSW and PhD (ABD) from UT Arlington.

Gloria Corder, MSSW

Ms. Corder retired as the program director for Tarrant County CPS staff for DFPS in December 2001 after 27 years of service. She has worked as a school social worker and as a CPS caseworker, supervisor, and program director. Gloria has a BA from Texas Christian University and an MSSW from UT Arlington. She continues to advocate for children and families, as co-author of the Tarrant County Family Group Conference Grant and as a founding member of the Neglect Hurts Task Force. She has been a PSTI Consultant Trainer since 2002.

Frances Cox, LPC, MEd

Ms. Cox is a therapist, consultant, and trainer with specialization in recovery for addictions, domestic violence, sex offender therapy, grief therapy, chronic illness support, treatment for depression, adjustment disorders, and anxiety disorders. Frances provides consultation and training in Motivational Interviewing to adult and juvenile probation departments in Texas and California, as well as training on many topics related to psychological health and skills. She previously was the Director of Victim Services for the Travis County District Attorney Office, Director of Planning, Program Development & Special Needs Populations for the Texas Department of Criminal Justice, and Chief of Community Assistance & Special Programs for the Texas Adult Probations Commission. Frances has a BA in Psychology and MEd in Counseling from UT Austin. She is a Licensed Professional Counselor, a Licensed Chemical Dependency Counselor, a Motivational Interviewing Trainer, and a Registered Sex Offender Therapist.

Trainer Profiles

Michael Curtis, BS

Mr. Curtis is a Field Trainer for the DFPS Center for Policy and Innovation. Michael has worked for a number of years in Adult Protective Services as a Specialist, Guardianship Specialist, and Supervisor and enjoys working with new minds as they begin their careers with the agency. He is a certified Cultural Diversity Specialist and has trained in areas ranging from technology to leadership to humor in the classroom. Michael has a BS from Park University, Maryland in Social Psychology and wears many hats including husband, father, Sunday school leader, deacon, community servant and trainer. He is certified by FranklinCovey to provide “7 Habits of Highly Effective People.”

Karen Davis, LMSW-AP

Ms. Davis is Certification and Training Specialist with the Protective Services Training Institute’s UT Arlington office. From 2002 to 2006 she was a Practitioner Trainer with the Institute in Arlington. She worked in Child Protective Services for 18 years, with 11 years in supervision. Karen has a BA from Southeastern Oklahoma State University and an MSSW from UT Arlington. She is a certified Child Protective Services Supervisor and is certified by FranklinCovey to train “7 Habits of Highly Effective People” and “Leadership: Great Leaders, Great Teams, Great Results.”

Denise De La Garza

Denise De La Garza is the Director of Interdisciplinary Training at the Texas Center for Disability Studies at UT-Austin. She teaches courses in Disability Studies through the UT School of Social Work, including courses on Psychiatric Disabilities, Developmental Disabilities, and Women and Disability. Denise works on a variety of research and evaluation projects, specializing in qualitative research. She is a licensed psychotherapist, and has worked in disability related fields for over 25 years.

Nancy R. DeWees, MSSW, JD, LPC

Ms. DeWees is an attorney with a private practice focusing on family and juvenile law matters. She worked for over 22 years in Texas’s child protective service system as a caseworker, supervisor, program director, and, finally, as program administrator for Tarrant County CPS and Regional Placement. After attending law school, Nancy spent five years as Assistant Criminal District Attorney (Crimes Against Children) providing legal representation for CPS. In 2000, she was honored by the State Bar of Texas for “Distinguished and Dedicated Service to Children and Families.” Nancy has a BA from Texas Christian University, an MSSW from UT Arlington, and a JD degree from Southern Methodist University.

Trainer Profiles

Nora Druepple, LCSW, ACSW

Ms. Druepple has a private practice as a social worker, supervisor, and mental health clinician, and is employed part time at University Medical Center Brackenridge Emergency Department in Austin. She has worked in a variety of settings (fire, police, emergency rooms, schools, crisis centers, victim services), has been a therapist, and has provided crisis intervention on local, state and national disasters. She is a member and approved trainer with the International Critical Incident Stress Foundation and a member of NASW and the Academy of Certified Social Workers. Ms. Druepple is a volunteer for local critical incident stress management (CISM) teams and the Red Cross Disaster Mental Health program. She has a BSW and MSSW from UT Austin. She has trained and supervised students and interns, and provided continuing education workshops on a variety of topics such as crisis intervention, trauma, ethics, burnout and stress management.

Shelley Dumas, PhD

Dr. Dumas is Director of Community Education, Texas Center for Disability Studies, University Center for Excellence in Disability Education, Research, and Service at the University of Texas. For the past 18 years, she has worked with individuals and families as well as national, state, and local agencies and organizations in program development and evaluation, as well as training and technical assistance, in the areas of self-determination, person-centered planning, and inclusive community and education practices for people with developmental disabilities and their families. Shelley was given the Texas Association on Mental Retardation 2003 Award for Significant Contributions in Research and Education in the Field of Mental Retardation. She has conducted research on self-determination and self-advocacy, person-centered planning, and family support. In 2002, Shelley was named a member of the Texas Department of Mental Health-Mental Retardation Institutional Review Board. She is the parent of Katherine Dumas, who receives services from Austin Travis County MHMR.

Susan Dunning, BA

Ms. Dunning is a Practitioner Trainer (DFPS Training Specialist IV) with the Protective Services Training Institute's Arlington office. She has worked in Residential Child Care Licensing as a Supervisor of a monitoring unit and as a Licensing Representative regulating and licensing 24-hour child care operations for the last 10 years. Susan worked as a CPS Intake Specialist at Metro Intake in Arlington for 4 years prior to the inception of Statewide Intake. Prior to this she worked in CPS for 3 years as an in-home, CVS, and investigation worker. Susan has a BA from the University of North Texas. She has her Advanced CCL Specialist Certification.

Trainer Profiles

Rhonda D. Dyer, LCSW

Ms. Dyer is executive director of STARRY, part of Children at Heart Ministries providing services to at-risk youth in Round Rock, including foster care and emergency shelter. She was former Outreach Director for Methodist Children's Home in San Antonio. She also has a private consulting firm that provides training and consultation for professionals in child welfare, as well as therapy to children and families in the foster care system. Rhonda has been an adjunct professor in social work, and has served in various child welfare positions since 1990, including being the Program Director at different child placing agencies and CPS PAL Coordinator for Region 08. She has a BA from Central College, Pella, Iowa and an MSW from Our Lady of the Lake University in San Antonio. Rhonda is certified as a PRIDE Curriculum Instructor and Texas Mental Health and Mental Retardation Case Manager Instructor. She served on the National Independent Living Association's Board of Directors representing federal region VI for over ten years. She was active in Community Partners and was the President of the local San Antonio foundation, Dare to Love, which supports CPS youth through various activities such as the Rainbow Room, toy drives, and other community services to young people in foster care.

Katherine "Katie" Eaton, BS

Ms. Eaton has been with DFPS since 1999, serving as Acting Supervisor/Statewide Intake Specialist and currently as Career Development Coordinator responsible for implementing the DFPS Tomorrow Leadership Program. Prior to this, she was Health Educator for Texas Oncology. Katie has a BS in Community Health Education from Texas A&M University. She is certified by FranklinCovey to teach "7 Habits of Highly Effective People" and "Leadership: Great Leaders, Great Teams, Great Results."

Miguel Ferguson, PhD

Dr. Ferguson is an Associate Professor in the School of Social Work at UT Austin where he has taught at both the undergraduate and graduate levels since 1999. His teaching and research interests focus on social policy, poverty, welfare reform program evaluation, and social justice. He has written extensively on welfare and poverty. Miguel has a BS and MA from the University of Arizona and a PhD from the University of Washington.

M. Donna Garrett, LMSW, MPA

Ms. Garrett has been training with PSTI for over 6 years since her retirement from DFPS. During her over 25 years at DFPS, she worked in various capacities in CPS and as a regional public information officer. Donna is currently full time faculty at the Worden School of Social Service and Director of Field Education, Our Lady of the Lake University in San Antonio. Donna has a BA from Hartwick College, an MPA from Southwest Texas State University, and an MSSW from UT Arlington. She has been a PSTI Consultant Trainer since 2002.

Trainer Profiles

Luba Hansin-Jones, MSW, ACSW

Ms. Hansin-Jones retired as Best Practices Specialist for DFPS in June 2006 after 22 years of service. She worked as a CPS caseworker, supervisor, program director and program administrator in Region 8. Prior to coming to Texas, Ms. Hansin-Jones had 9 years of child protective experience and also worked as a clinical social worker in psychiatric hospitals. Ms. Hansin-Jones has a BA in Psychology and Anthropology from University of California at Los Angeles and an MSW from the University of Maryland School of Social Work. She continues to advocate for children and volunteers for DFPS and other community activities.

Bridgette Everhart Hardin, PhD

Dr. Hardin serves as Assistant Director for Assessment at Texas A&M University–Corpus Christi, where she also teaches as an Adjunct Professor. She has been a Master PRIDE Trainer, Professional Development/IT Training Coordinator, and Protective Services Leadership Development State Trainer for DFPS, as well as Research Analyst and Assistant Director for the Office of Planning and Institutional Effectiveness at Texas A&M–Corpus Christi. Bridgette has a BA with emphases in Psychology and Speech Communication from Metropolitan State College of Denver, an MS with an emphasis in Occupational Career Training and Development and a Doctorate of Education from Texas A&M–Corpus Christi.

Peter Harrell, Jr., BS

Mr. Harrell has spent over twenty years with the State of Texas and is recently retired from his position as the Employee and Management Development Specialist for the Texas Youth Commission. He provides training and facilitation through his consulting firm, Harrell Communications. He has offered training and consultant work to GTE, the Texas Association of School Boards, the Pflugerville ISD, Katz’s Restaurants, the Gary Job Corps Center in San Marcos, the City of Austin, and many other public and private entities. Peter has a BS concentrated in Theatre Arts and Organization from St. Edwards University in Austin. He continues a 34-year acting career with roles in 50 national and regional commercials, 25 movies, 20 plays and over 40 roles in episodic television stretching from the television show “Trapper John M.D.” in the late 1970s to the movie “Friday Night Lights.”

Susan Henney, PhD, MA

Dr. Henney is an Assistant Professor of Psychology at University of Houston–Downtown. She has a BA from UT Austin, an MA in Clinical and Counseling Psychology from Southern Methodist University, and a PhD from UT Austin in Child Development and Family Relationships. Susan teaches Child Psychology, Adolescent Psychology, and Abnormal Psychology at UHD. Her research interests include teen mentoring, adoption, and program evaluation. She has been a PSTI Consultant Trainer since 2002.

Heather Kamper, LMSW

Ms. Kamper is the National Training Specialist with Disability Services ASAP (A Safety Awareness Program) of SafePlace in Austin. She conducts workshops and presentations on issues related to victimization of people with disabilities for disability advocacy and victim service organizations. Heather gained considerable experience as a psychoeducation and training specialist at a rape crisis center, working to expand prevention and intervention services to better meet the needs of the disability community in Pennsylvania. She has also benefited from more than eleven years of experience providing a wide range of professional services for people with disabilities (e.g., individual and group counseling, abuse prevention education and training, and mentorship). In addition, Heather is a strong advocate for the rights of individuals who have facial differences and their families. She has a BS and MSW from the University of Pittsburg.

Diana Kern

Ms. Kern is founder of Expect Recovery!, an advocacy-focused enterprise that spreads Diana's message of wellness, positive expectations, relationships, and recovery through products that market the "EXPECT RECOVERY!" slogan. Among her many advocacy efforts, she conducts public speaking regarding mental health issues; provides support and education for mental health clients; consults with public health and human service agencies, private providers, treatment centers and advocacy organizations on restraint and seclusion reduction techniques; and consults with state and local law enforcement on crisis intervention. Diana was employed by the National Alliance on Mental Illness in Texas from 1999 to 2007.

Peggy Landrum, PhD, LMFT, LPC, RN

Dr. Landrum is a Clinical Professor at Texas Woman's University, where she has taught since 1986. She is also a Counseling/Management Consultant. She previously worked in the medical field as Recovery Room Nurse, Coordinator for Health Services, and Clinical Supervisor for Clinical Nurse Specialists, and as a psychotherapist and director of psychotherapy services for a woman's shelter. Peggy has written and presented extensively. She has a BA in Psychology from the University of Florida, MS in Nursing from Texas Woman's University, and PhD in Health Education from Texas A&M University.

Noel Landuyt, PhD, MA

Dr. Landuyt is a Research Associate at the Center for Social Work Research and a Lecturer for the School of Social Work at UT Austin. He coordinates various research projects in the area of organizational development, customer/client services, leadership and supervisory effectiveness, and employee attitudinal assessment. Noel has a BS from Creighton University and an MA in Inorganic Chemistry and PhD in Higher Educational Administration from UT Austin.

Peter Lehmann, PhD, LCSW

Dr. Lehmann is an Associate Professor at the School of Social Work at UT Arlington. He is also Clinical Supervisor of Interns and Therapist at the Community Service Clinic at UT Arlington. Peter has extensive experience as a child and family therapist. He has a BA in Psychology and a BSW from the University of Windsor and an MSW and PhD in Social Work from Wilfrid Laurier University. His professional interests are domestic violence and the effects of domestic violence on children. Peter has been a PSTI Consultant Trainer since 1996.

Trainer Profiles

Kathy McCarrell, MSW

Ms. McCarrell serves as Interim Executive Director of the Family Violence Project in Austin. She previously served as Executive Director of the Orange County Child Abuse Prevention Center in Orange, California, while also being a part-time Professor and Lecturer for the Department of Sociology of Chapman University and California State University, Los Angeles and POST Certified Instructor on family violence and child abuse for the Los Angeles County Sheriff's Department. Kathy has also been the Executive Director of the Los Angeles County Child Sexual Abuse Crisis Center Harbor-UCLA Medical Center and Child Interview Specialist for the Orange County Social Services Agency. She has a BA in Social Services (Social Work) from Chapman University, Orange, California and an MSW from University of Houston.

Susan McHughes, BS

Ms. McHughes is the DFPS Tomorrow Career Development Coordinator for Regions 1, 2, 9 and 10. She started working for DFPS in 1994 as a Foster Care and Adoption Recruiter, a position that included training foster and adoptive parents. In 2000 she became a management trainer for her region. She has developed and delivered several curricula to the management team. Susan graduated with a General Studies degree with a focus on Museum Science, Art History, and Social Studies from Texas Tech University. She is certified by FranklinCovey to train "7 Habits of Highly Effective People" and "Leadership: Great Leaders, Great Teams, Great Results."

Cynthia Baskette McKenzie, LCSW, JD

Ms. McKenzie is currently in private practice in Fort Worth. Her practice is primarily family law, including juvenile law, adoptions, estate planning, and limited criminal law cases. She has served as an advocate for families and children for over 35 years, beginning her career with DFPS and retiring as an administrator in the north central Texas area. Cynthia has experience in investigations, adoptions, social services, foster care services, and working with child welfare boards and commissioner courts to improve services to families. After completing law school, she provided legal representation for DFPS as a Regional Attorney. She has served as Executive Director for the Texas Coalition for Juvenile Justice, an advocacy agency for children involved in the juvenile justice system. Cynthia has also collaborated with the National Council of Jewish Women and the Mental Health Association of Dallas in the development of the first CASA program in Texas and assisted in the implementation of the CASA program in Houston. She is an adjunct professor for the UT Arlington School of Social Work. She has a BA and MSSW from UT Austin and a JD from Texas Wesleyan School of Law.

Trainer Profiles

Bettye Mitchell, MA

Ms. Mitchell is an internationally recognized leader in organizational management, leadership development, strategic planning, diversity, and the field of social services for the elderly and adults with disabilities. She has served in Texas social services for 25 years, including as Regional Director for Adult Protective Services and as Deputy Commissioner for Long-Term Care for the Texas Department of Human Services. Bettye is the founder of Lifespan Care Solutions Group (LCSG), which provides and/or coordinates training in management, aging, disabilities, cultural Diversity, strategic planning, and long term care. She serves in numerous professional organizations and is founder and president of the National Adult Protective Services Foundation, president of Arlegardes Civic and Culture Club, and current board member of the National Center for the Prevention of Elder Abuse. Bettye has a BA in Political Science and Sociology and an MA in Interdisciplinary Studies (Psychology, Sociology, and Public Administration) from UT Tyler. Her extensive professional and personal development training includes the Governor's Leadership Development training and 40 hours of Professional Mediation.

Maria T. Molett, MA, LPC, LMFT, LSOTP

Ms. Molett is Executive Director of The Counseling Institute of Texas, Inc. in Garland and has served in this position since 1987. She is considered an expert in the field of Sex Offender Assessment and Treatment. She was appointed by Gov. George Bush to the Council on Sex Offender Treatment for the State of Texas in 1998 and was reappointed to the Council by Gov. Rick Perry in 2003. She has developed programs for the treatment of children with sexual behavioral problems; for juvenile sex offenders; for children who have been sexually abused; for school truancy/drop-out prevention and treatment; for adolescent pregnancy prevention; for minority outreach counseling; and a Juvenile Fire Setter Prevention and Treatment. She trains community and mental health professionals and consults with organizations and professionals concerning issues impacting children and their families. Maria has a BA in Social Science and an MA in Clinical and Community Psychology, with an emphasis in marriage and family therapy, from Chapman University, Orange, California. She also has completed a postgraduate course in Marriage and Family Supervision from East Texas State University.

Ellen Murphy, LCSW

Ms. Murphy is the Director of Field Instruction at UT Arlington School of Social Work. She previously was Program Coordinator for a day treatment program for severely emotionally disturbed elementary school students, Program Therapist/Case Manager for a pre-adolescent unit of a psychiatric treatment facility, and a therapist in a children's residential care facility. Ellen has a BSSW and an MSSW from UT Arlington.

Delma Ochoa, MSW

Ms. Ochoa is Program Director for the parent education program at El Centro del Barrio / CentroMed, which provides training to parents/caregivers on early childhood development. She formerly worked for Child Protective Services for 15 years as a Caseworker and Supervisor in Brownsville, Houston, and San Antonio, as well as serving as a Practitioner Trainer in San Antonio for the Protective Services Training Institute for 3 years. Delma has a B. A. from St. Mary's University and an MSW from Our Lady of the Lake University, where she is now an adjunct faculty member. She has been a PSTI Consultant Trainer since 2002.

Trainer Profiles

Robyn Ott, LCSW

Ms. Ott is a private practitioner for Parkway Counseling & Consultation, providing individual and group consultation, and teaches continuing education courses for University of Houston. She previously taught gerontology and case management for frail elderly at Midland College and was a counselor for a family services agency in Houston. Robyn has a BA from Brigham Young University and an MSW from University of Houston. Her professional interests are in aging, women's issues, reminiscence work, creative teaching, and case management.

Cheri Quick, MPA

Ms. Quick is a Career Development Coordinator for the DFPS Center for Policy and Innovation. She has been with DFPS since 1990, serving as a Child Protective Services Specialist for 2½ years before becoming a CPS Supervisor in 1992. She began working in the DFPS Tomorrow Leadership Development Program in 2005. Cheri holds a BS from Texas A&M University–Commerce in Elementary Education and an MPA from Stephen F. Austin State University. She is certified by FranklinCovey to teach “7 Habits of Highly Effective People” and “Leadership: Great Leaders, Great Teams, Great Results.”

Susan Robbins, PhD, LCSW, LCDC

Dr. Robbins is an Associate Professor at the University of Houston Graduate College of Social Work and a part-time clinical practitioner. She is a licensed chemical dependency counselor (LCDC) in Texas and a Diplomate in forensic Social Work from the American Board of Forensic Social Workers. She also holds a Diplomate in Clinical Social Work from the National Association of Social Workers and from the American Board of Examiners in clinical Social Work. Susan has a BA from Hamline University, an MSW from the University of Minnesota, and a PhD in Social Work from Tulane University. She has presented numerous workshops and invited papers at professional meetings, as well as for the New Mexico Permanency Planning Project.

Michelle “Shell” Schwartz, MA

Ms. Schwartz holds a Master's Degree in Psychology and is the National Training Manager for Disability Services ASAP (A Safety Awareness Program) of SafePlace, a domestic violence and sexual assault survival center in Austin. Michelle conducts presentations and workshops nationwide for professionals in the disability service, domestic violence, and sexual assault fields on issues related to abuse survivors with disabilities. She has conducted research on issues of self-determination and educational equity for girls and women with disabilities, contributed to the professional literature, and presented findings on disability related topics. Michelle recently co-edited a guidebook, *Balancing the Power, Creating a Crisis Center Accessible to People with Disabilities* (2005), published by SafePlace. She has over 12 years of professional experience working with and advocating for persons with mental retardation, physical disabilities, and mental illness. She has also benefited from more than 20 years of personal experiences working with and advocating for treatment and rights of family members with disabilities.

Trainer Profiles

James Spivey, BS

Mr. Spivey is a Practitioner Trainer (DFPS Training Specialist IV) with the Protective Services Training Institute's Arlington office. He has worked as a Family Group Conference Specialist for CPS and in Residential Child Care Licensing helping to regulate childcare and child placing facilities. In addition, he served as a Social Service Training Specialist III providing training statewide for foster/adoptive staff and parents for several years. Prior to this, he worked in CPS in foster home and adoption and in investigation. James has a BS from UT Tyler. He has advanced certification as a CPS Specialist and RCCL Specialist.

Neil Stegall, LCSW

Mr. Stegall is a psychotherapist in private practice specializing in complex mental health issues, family therapy, and mindfulness-based stress reduction. He is also a consultant on chronic neuropsychiatric disabilities and is a non-teaching adjunct faculty member of UT Austin School of Social Work. Neil has a BA from Western Illinois University, a BA from Jackson College of Ministries, and an MSSW from UT Austin. He is also a Licensed Vocational Nurse.

Nanette Stephens, PhD

Dr. Stephens is a licensed clinical psychologist and research scientist with the Health Behavior Research and Training Institute at UT Austin and has over 18 years of experience integrating Motivational Interviewing (MI) principles and strategies in her work as a trainer, supervisor, therapist, researcher, and consultant. She has been an MI therapist, consultant, and coach for a variety of studies and projects, and for a number of years she provided counseling and psychological assessments with families receiving services from Harris County CPS. Nanette has conducted numerous MI workshops and has published several journal articles and chapters on MI, substance abuse, and domestic violence. She has a BS from UT Austin, an MA from University of Houston–Clear Lake, and an MA and PhD in Clinical Psychology from University of Houston.

Kraig Stockstill, MSSW, LMSW

Mr. Stockstill is the Assistant Administrator for Youth Programs at Cal Farley's Boys Ranch in Boys Ranch in west Texas. He was previously in private practice, providing clinical assessment and therapy for individuals, groups, and families and assisting in program development and contract implementation with the Llano Independent School District and the 33rd Judicial District Juvenile Probation Department. He has been a direct care provider, case manager, Program Director, and GATEWAY (Gaining Achievement Through Emotional Wellness for At-risk Youth) Director for Buckner Children's Ranch, a residential facility for youth and an Educational Consultant for Burnet CISD. Kraig has a BS from Abilene Christian University and an MSSW from UT Austin. He is a Certified Ropes / Challenge Course Facilitator, a Licensed Child Care Administrator, and a Certified National Coalition Building Institute-NCBI Facilitator.

Irene Tobis, PhD

Dr. Tobis is a Licensed Psychologist with the Austin Center for the Treatment of OCD and Clinical Assistant Professor, University of Texas (Austin – Department of Psychology). She has 15 years of experience in cognitive-behavioral treatment for compulsive hoarding and associated issues, including over-acquisition, procrastination, perfectionism, underachievement, and chronic disorganization. Irene is a graduate of the Behavior Therapy Institute, where she received advanced training in the treatment of Obsessive-Compulsive Disorder, sponsored by the Obsessive-Compulsive Foundation. She is the author of numerous scientific articles and presentations, articles and interviews for popular media, and a book, *Managing Multiple Projects*. Irene received her BA from Northwestern University and an MA and PhD in Psychology from the University of Wisconsin-Madison.

Mary Marden Velasquez, PhD

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Ms. Wallace is currently a social worker with Vitas Innovative Hospice. She is a former Practitioner Trainer (DFPS Training Specialist IV) with PSTI at The University of Texas at Arlington. Prior to this, René held positions in DFPS as a CPS Investigative Supervisor and a trainer with the CPS Training Academy in Arlington. Prior to moving to Texas, she was Program Director for Mississippi Children’s Home Society, where she recruited, trained, and supervised therapeutic foster home staff, and worked as a child abuse/neglect investigator for Mississippi Department of Human Services. Ms. Wallace has a BSW from the University of Southern Mississippi and graduated with her MSSW from UTA in December 2006.

Teresa White, M.Ed., LCCA, LCDC

Ms. White is a Practitioner Trainer (DFPS Training Specialist IV) with PSTI’s Austin office. She completed her BS in Psychology and Masters in Education. She worked for 20 years as a mental health counselor, in therapeutic wilderness camping, as a child counselor at a family violence shelter, in quality assurance for drug and alcohol treatment, as a residential treatment center administrator, and as a clinical health care consultant for Youth for Tomorrow. She joined DFPS in 2000 in Child Care Licensing, developing and delivering training, conducting administrative reviews and risk evaluations for RCCL, and as an Advancing Residential Child Care Level of Care specialist. In 2005 she became an RCCL program manager. In 2006 Teresa returned to training as a cross program training specialist in the Professional Development Division. She is a Licensed Chemical Dependency Counselor, a Licensed Child Care Administrator, and is certified to train FranklinCovey’s “7 Habits of Highly Effective People” and “Great Leaders.” She joined PSTI in 2007.

Trainer Profiles

Barbara Williams, PhD, LCSW

Dr. Williams is Professor Emeritus at UT Austin School of Social Work, where she taught for 22 years in the clinical track. She was Director of Graduate Field Education and Chair of the Child & Family Concentration. Prior to her tenure at UT, she was on faculty of Child Psychiatry, UT Medical Branch, Galveston where she was Director of Adolescent Inpatient Psychiatric Services. She has also been a diagnostician with the Houston Independent School District, Clinical Director of a residential facility, and a social worker with a VA hospital. Barbara has a BA from Lamar University, an MSW from the University of New York, and a PhD in Preventive Medicine from UT Austin.

Sheara Williams, PhD, ACSW

Dr. Williams is an Assistant Professor in the Graduate College of Social Work at University of Houston. She previously taught at the University of North Carolina, Chapel Hill. Sheara's research focuses on childhood and adolescent behavior, children's mental health, and at-risk youth. Prior to working in academics, she was a mental health social worker, a medical social worker, a therapist for juvenile offenders, and a consultant/facilitator for cultural sensitivity and diversity. She was also a family mentor and then executive director of the Durham Scholars Program, Urban Investment Strategies Center, UNC. Sheara has a BS from Southern University A&M in Rehabilitation Psychology, an MSW from Louisiana State University, and a PhD in Social Work from the University of North Carolina.

Jeanne Wilson, MSSW

Ms. Wilson is a private practitioner, providing training and consultation to childcare facilities and DFPS staff. She worked for the Texas Department of Human Services in licensing for 18 years and has also been an adoption worker, Psychiatric Social Worker, Administrator of a foster group home and for residential treatment programs, and Assistant Clinical Director and author of a sex offender program for group teen boys' homes. Jeanne has a BA and MSSW from UT Austin. She is a Licensed Child Care Administrator, emeritus.

Dwayne Wright, BS, MBA

Officer Wright is employed with the Houston Police Department where he has served for the past 25 years. His assignments have included 10 years with the Southeast Command/Patrol Division and 7 years as an investigator in the Sex Abuse Unit. While assigned to the Sex Abuse Unit, Officer Wright interviewed hundreds of sexual predators. He conducted a 4-year study in the California Correctional Institution where he interviewed serial sex offenders in the California Correctional Facility, Sacramento Correctional Facility, Folsom State Prison and San Quentin Prison. Officer Wright is presently assigned to the Houston Police Academy where he teaches Profiling Criminal Behavior, Detecting Deception in Interviewing, Terrorism Identification, Forensic Hypnosis, and Sexual and Physical Abuse Investigations. Officer Wright has a BS in Behavioral Science from University of Houston–Clear Lake and an MBA in Public Administration from Midwestern State University.

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