



# Protective Services Training Institute of Texas

## FY 2010 Workshops

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



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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

#### **Overcoming Common Obstacles in APS Cases**

*Diana Choban*

*6 hours, .6 social work CEUs*

*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.

**Note:** This workshop covers basic-level general skills and is designed for workers with less than 2 years of experience.

Formerly titled “Investigating Complex Cases & Assessing Credibility and Preponderance for Facility & In-Home Staff.”

- 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

**New!**








### **End of Life Decision-making and Ethical Considerations**

*Carole Ashendorf, LCSW*

*6 hours, .6 social work CEUs*

The end-of-life experience is different for each individual and family. Personalized care, family decision making, and effective communication improve the process of decision-making, help address client and family concerns, and decrease stress on caregivers. In this workshop, we will evaluate how generational, personality, and cultural differences may play a role in our perception of end-of-life decision-making. We will also examine options available for these decisions and considerations for each. You will gain an understanding of what influences your views on end-of-life decision-making and how to effectively advocate for your clients. You will also explore ethical considerations regarding death and dying from a practical viewpoint. **Note:** Workshop qualifies as ethics training for Texas licensed social workers and for certification through PSTI as an APS Advanced Specialist.

#### **Objectives**

-  Describe the importance of generational and personality attributes/awareness and their effects on families and care professionals.
-  Identify client/family attitudes and effective strategies of communication among differing cultures that may affect end-of-life care and/or decision-making.
-  Examine the dying process, including the roles of hospice and palliative care.
-  Explain the types of advanced directives available to Texas residents.
-  Explore ethical considerations regarding death and dying.
-  Describe methods to advocate your role as service professionals and for client's comfort.
-  List resources available to help clients and their families understand end-of-life issues.

## MENTAL & PHYSICAL HEALTH ISSUES

### **Communicating with Persons Who are Mentally Ill**

*Diana Kern*

*6 hours, .6 social work CEUs*

*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:** Formerly titled “Recovery: Communication & Collaboration.” 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.

## **Compulsive Hoarding: Focusing Our Effort on Reducing the Risk**

*Irene Tobis, PhD*






*6 hours, .6 social work CEUs*

*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!**








## **Executive Functioning and Mental Health Assessments**

*Carole Ashendorf, LCSW*

*6 hours, .6 social work CEUs*

Thinking in abstract, planning, initiating, and sequencing are all tasks demonstrating executive functioning. The purpose of this workshop is to assist workers to gain a better understanding of how abuse, neglect and exploitation may be a consequence of a decline in executive functioning or other mental health disorders. Workers will obtain a clear understanding of medical and psychological diagnoses that contribute to an impaired ability for elders to care for themselves.

### **Objectives**

-  Discuss basic information about executive functioning, and other mental health disorders.
-  Present assessment tools to differentiate between executive functioning and capacity assessment tools.
-  Determine strategies for obtaining meaningful information.
-  Separate life long patterns from new behaviors.
-  Evaluate when to engage other professionals in the assessment process.
-  Design a method to establish successful outcomes.
-  Distribute resources to assist workers and caregivers to provide successful outcomes.







## **Responding to Domestic & Caregiver Violence in Adult Protective Services**

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

*6 hours, .6 social work CEUs*

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.

## ***CCL Workshops***

### **CHILDREN & CHILDHOOD ISSUES**

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






*Susan Henney, PhD, MA*

*6 hours, .6 social work CEUs*

*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.

**New!**

## **Mental Health Concerns with our Youngest Population: Helping Providers Understand Emotional Development**







*Sonya Lopez, LCSW*

*6 hours, .6 social work CEUs*

*Texas State University-San Marcos*

Participants will be provided with new and relevant information on Early Childhood Mental Health information. Participants will leave this training with techniques that will assist them in providing technical assistance to others directly in contact with young children. The training will be informative and interactive.

### **Objectives**

-  Identify typical and atypical emotional milestones in infants and young children.
-  Identify the cycle of attachment and key aspects of attachment for children and caregivers.
-  Identify high risk signs in parenting, the environment, and young children.
-  Gain information to provide technical assistance to child care facilities.
-  Identify key causes of difficult behaviors in children and ways to help providers intervene with those children.
-  Gain key mental health resource information for young children, including alcohol and drug exposure, divorce, violence, ADHD, DC0-3 and DSM disorders.

## COMMUNICATION

**New!**

### **Getting to the Truth in Licensing Interviews in Non-Abuse and Non-Neglect Situations**

*PSTI Training Specialists*

*6 hours, .6 social work CEUs*

How many times have you left a child care operation and thought, “I wonder if they were telling me the whole truth and nothing but the truth?” This workshop will give you tools you can use while interviewing both children and adults in child care operations. Examples will include scenarios from both Day Care and Residential Child Care Licensing. You will leave with proven techniques to gauge the truthfulness of responses and we will take time to practice them in the workshop.

#### **Objectives**

- ❏ Revisit the five stages of the interview process.
- ❏ Examine and dissect the characteristics of a Model Interviewer.
- ❏ Establish a baseline of your information gathering techniques.
- ❏ Consider common mistakes interviewers make and discuss solutions.
- ❏ Discuss potential verbal and non-verbal cues of deception.
- ❏ Identify and define good communication skills.
- ❏ Explore creative solutions to handle difficult interviews.
- ❏ Review Child Development Theory and how it relates to interviewing children.
- ❏ Formulate plans to more effectively build rapport with interviewees.
- ❏ Label different types of interview questions and determine when they each work the best.
- ❏ Design an interview plan and practice with a case example.

RCCL

**New!**






**Why are we STILL Talking about Restraints?**

*Frank Eckles, BA*

*6 hours, .6 social work CEUs*

Let's explore how practitioners end up in physical intervention situations. Have we gotten to the place where we don't EVER need restraints? What motivates and entices us to still rely on restraints? How can we figure out what the right response is to an escalating youth? Let's look at what the 'experts' are telling us and how we can create responses and environments that bring out the best in ourselves and the youth we care for... even when things threaten to get PHYSICAL.

**Objectives**

-  Identify escalating behavior and its driving forces, and choose a response that maximizes opportunity and minimizes risk.
-  Contrast the techniques used in common physical management programs and identify the relative strengths and weaknesses of each.
-  Identify key elements of relationship and culture of care that increase connection and understanding while reducing reliance on physical interventions.
-  Develop responses to case scenarios that demonstrate an understanding of the dynamics of escalating behavior, the application of relevant licensing standards, and the needs of children and youth.
-  Analyze intervention models to determine appropriate fit with treatment needs and plans for the child.

## ***CPS First Year Workshops***

### **Advanced Risk Assessment**

*PSTI Training Specialists and Consultants*

*6 hours, .6 social work CEUs*

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 Training Specialists and Consultants*

*6 hours, .6 social work CEUs*

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

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







*Cynthia B. McKenzie, MSSW, CSW, JD*

*6 hours, .6 social work CEUs*

*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








### **Adoption: There's No Place Like Home**

*PSTI Training Specialists*

*6 hours, .6 social work CEUs*

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.

**New!**

**Attachment: A Safe Haven or the Cause of the Storm? The Lifelong Impact of Parent-Child Relationships**

*Tammy Linseisen, ACSW, LCSW  
University of Texas at Austin*

*6 hours, .6 social work CEUs*

As a CPS worker, you may wonder how strong connections are between the children on your caseload and their parents and/or other caregivers. Additionally, you might question the impact of trauma on these connections. There is new and growing information about the attachment styles of normal as well as traumatized children and adults. In this workshop, we will discuss secure, insecure, and disorganized child and adult attachment styles. We will also address how these dynamics might impact your work in CPS, as well as how your own attachment style might be triggered by your work with these clients. Come to this workshop to learn what professionals, caseworkers, and families can do to help those who have suffered attachment disruptions.

**Objectives**

- ❏ Examine three attachment styles and behaviors associated with these at different developmental stages.
- ❏ Define skills for noticing and assessing attachment processes between parents and their children.
- ❏ Identify the impact of trauma on the brain and what four behavioral reactions might result from this trauma.
- ❏ Recognize your own attachment style characteristics and what triggers can be associated with these styles.
- ❏ Define attachment disruptions, regulatory disorders, and associated diagnoses seen in CPS clients and children.
- ❏ Integrate knowledge of attachment to more effectively assess developmental issues and parenting abilities to meet needs of children in age-appropriate ways and to provide guidance for outcomes that reflect safety, well being, and permanency.

## **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, .6 social work CEUs*

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, .6 social work CEUs*

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.
- ❏ Evaluate the short and long term consequences and potential outcomes of neglect to determine when to intervene, when to link with appropriate services, and when to remove or place the child.







## **I Miss My Family: Separation and Loss from a Child's Perspective**

*PSTI Training Specialists*

*6 hours, .6 social work CEUs*

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, .6 social work CEUs*

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.

## **Working with Adolescents in Conservatorship**

*Rhonda Dyer, LCSW*

*6 hours, .6 social work CEUs*

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.

## 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, 1.2 social work CEUs

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, .6 social work CEUs*

*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 Training Specialists*

*6 hours, .6 social work CEUs*

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**

-  Describe the challenges of the CPS specialist's role of authority and list common responses to unequal power relationships.
-  Compare the contextual differences between "Control for Protection" and "Collaboration for Change" in an ethical use of authority using an "Authority Styles" continuum framework.
-  Determine the impacts of aggressive and passive authority communication styles on children and families.
-  Analyze the situations in which they are personally most vulnerable to communicating authority in an imbalanced way.
-  Identify strategies to overcome differences with clients.

## **Embracing Kinship Care**






*PSTI Training Specialists*

*6 hours, .6 social work CEUs*

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 Issues in Child Welfare**







*Rhonda Dyer, LCSW*

*6 hours, .6 social work CEUs*

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.
-  Apply 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.

**New!**

**Ethics: The North Star**






*Jane Hickerson, PhD, LCSW*

*6 hours, .6 social work CEUs*

Ethics are a set of guiding principles that express our professional values. In this workshop, you will actively learn what ethics is, why it is essential, and how to use it as a paradigm for practice and professionalism. Learners will discuss ethical dilemmas and how to use ethical principles to navigate decision-making.

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

**Objectives**

-  State five core professional values.
-  Demonstrate the use of ethics to guide professional decision-making.
-  Discuss the relationship between ethics and professionalism.
-  Explain how to use ethics to navigate professional dilemmas.
-  Discuss the use of ethics to overcome personal prejudice.

## MENTAL HEALTH ISSUES








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

*Neil Stegall, LCSW*

*6 hours, .6 social work CEUs*

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, .6 social work CEUs*

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, .6 social work CEUs*

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, .6 social work CEUs*

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, .6 social work CEUs*

*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, .6 social work CEUs*

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.

## SUBSTANCE ABUSE & ADDICTION








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

*PSTI Training Specialists*

*6 hours, .6 social work CEUs*

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.

**New!**

## **Drug Trends in Texas**






*John Haenes, LMSW*

*6 hours, .6 social work CEUs*

*Tarrant County Challenge*

This workshop will provide you with the latest trends in drugs of abuse among adults and adolescents in Texas. Topics will include why people use drugs, the impact of drugs on brain development and functioning, costs to society from drug abuse, drug paraphernalia, and a detailed review of specific drugs, their addictive potential, and the social, emotional, physical, and legal issues surrounding their use. We will also cover changes in the technology of manufacturing drugs, as well as routes of administration of drugs. Drugs reviewed in the workshop include, but are not limited to: Club Drugs (Ecstasy, Ketamine, LSD), Cheese Heroin, Methamphetamine, prescription and over-the-counter drugs, alcohol, Marijuana, inhalants, Salvia divinorum, and tobacco.

### **Objectives**

-  Describe different types of drugs of abuse.
-  Identify new technology in the drug culture.
-  Specify different types of drug paraphernalia.
-  Determine how drugs of abuse impact brain development and functioning.
-  Identify signs of use and potential problem drugs and assess effects on behavior, parenting, and child safety among CPS youth and adults.

## ***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, .6 social work CEUs*

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.

## **Gender, Culture, & Communication**







*Peter Harrell, Jr., BS*

*6 hours, .6 social work CEUs*

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 in the workplace with clients, co-workers, and service providers.
-  Identify ways to reduce gender-related conflicts.

## **Understanding the Vietnamese Family: Tale of the 100 Eggs**

*Frank Chinh, MSW, MA*

*6 hours, .6 social work CEUs*

*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, .6 social work CEUs*

*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 Training Specialists*

*6 hours, .6 social work CEUs*

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

## PERSONAL GROWTH & PROFESSIONAL DEVELOPMENT





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

*Neil Stegall, LCSW*

*6 hours, .6 social work CEUs*

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.

**New!**








## **Handling Difficult Calls & Debriefing Challenging Situations**

*Kathy McCarrell, MSW*

*6 hours, .6 social work CEUs*

When you respond to a wide range of phone calls—whether you're an administrative staff member, a worker, a supervisor, or a program administrator—you never can be sure what you will be facing when you pick up the phone. This workshop focuses on providing tangible skills for handling complex calls received by APS, CCL, CPS, or SWI. Callers who are needy, angry, anxious, upset, demanding, intoxicated, suicidal, suspicious and reluctant will be addressed in specific and creative ways. Situations may range from young children to disoriented elderly callers, hostile or upset clients, persons with mental illness, worried family members or foster parents, or persistent community professionals. Various vignettes and audiotapes of actual calls will be presented in this interactive workshop. Debriefing techniques will also be addressed. Come prepared to present your most challenging calls!

### **Objectives**

-  Discuss the unique challenges of handling telephone calls.
-  Identify different types of calls and discuss worker listening styles.
-  Obtain specific skills and techniques to elicit critical information and provide caller support.
-  Identify barriers to disclosure and examine tips and techniques to break through barriers.
-  Assess the role of self awareness and cultural issues.
-  Identify stressors and strengths inherent in administrative, protective services, regulatory, and hotline work and the role of self-care.
-  Analyze the signs of Compassion Fatigue & its effects on staff and learn useful ways to debrief challenging situations.

## **Inspect your Parachute: Safety Precautions and Practices**

*PSTI Training Specialists*

*6 hours, .6 social work CEUs*

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.

**New!**

## **Opting for Wellness**

*Jacque Smith, BA, WC*

*6 hours, .6 social work CEUs*

*HealthWise Strategies*

Maximize your good days on the job and off! Assess and restructure your approach to personal wellness in this fun, hands-on workshop. You'll explore wellness in four lifestyle areas that clamor for attention – body, mind, spirit, and environment. Through interactive exercises, discussion, and reflection, you'll focus on your unique needs, and wrap up the seminar by setting realistic, workable wellness goals. At day's end, you'll walk away with a renewed appreciation for your whole wellness; an "Owner's Manual" filled with activities, exercises, and resources for reshaping your lifestyle; and, a support system with new, like-minded friends, sharing the desire to maximize wellness.

### **Objectives**

- ❖ Define what wellness means to a lifestyle filled with many demanding responsibilities.
- ❖ Explore the interdependent relationships between the four lifestyle areas: body, mind, spirit, and environment.
- ❖ Determine lifestyle areas requiring positive change.
- ❖ Set attainable wellness goals.
- ❖ Generate methods of introducing practical wellness skills to significant others and clients.
- ❖ Identify your life's true love.

## **Planning Presentations and Terrific Training Tips**







*Gloria Corder, MSSW*

*6 hours, .6 social work CEUs*

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 Training Specialists*

*21 hours, 2.1 social work CEUs*

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 Training Specialists and Consultants*

*9 hours, .9 social work CEUs*

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 Training Specialists and Consultants*

*9 hours, .9 social work CEUs*

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.

## *Distance Learning Workshops*

### VIDEO & WORKBOOK MODULES

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

#### **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](mailto: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](mailto: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](mailto:certificationoffice@uta.edu) or call (817) 272-5355 or (817) 272-7413.

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

## ***Trainer Profiles***

### **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 in private practice. She counsels patients, families, and other care-partners in understanding and coping with the specific challenges and needs of the elderly. In 2007, Carole retired as an assistant professor from Baylor College of Medicine, Department of Geriatrics, where she was part of a multidisciplinary outpatient health care team. She continues to train for PSTI and teach continuing education courses at the University of Houston on the topics concerning aging. Carole has been a PSTI Consultant Trainer since 2003. She has BA from Wayne State University in Detroit and an MSW from the University of Houston.

### **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.

### **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

## *Trainer Profiles*

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.

### **Toni Chance, MSW**

Ms. Chance is the Region 3 Career Development Coordinator for the Texas Department of Family and Protective Services and facilitates the regional DFPS Tomorrow Leadership Development and Worker Leadership Development programs. She has been working in the field of social work since 1990, providing services in public agencies, legal systems, and medical settings, as well as teaching social work and leadership courses. She is a Langevin Certified Instructional Designer/Developer and is certified by FranklinCovey to train *Leadership: Great Leaders, Great Teams, Great Results* and *7 Habits of Highly Effective People*. Toni holds a BA in Advertising from Texas Tech University and an MSW from The University of Texas at Arlington, and she has completed doctoral coursework in social work at the George Warren Brown School of Social Work at Washington University in St. Louis.

### **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.

### **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

### *Trainer Profiles*

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.

#### **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."

#### **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.

#### **Nora Druepple, LCSW, ACSW**

Ms. Druepple has a private practice as a social worker, supervisor, and mental health clinician. 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, a member of the National Association of Social Workers and the Academy of Certified Social Workers. Ms. Druepple is a volunteer for local critical incident stress

## *Trainer Profiles*

management (CISM) teams and the Red Cross Disaster Mental Health program. She has a BSW and MSSW from The University of Texas at 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.

### **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.

### **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."

### **Frank Eckles, CYC-P, LCCA**

Mr. Eckles is trained in the Crisis Prevention Institute's Non-Violent Crisis Intervention, Dr. Nick Long's Life Space Crisis Intervention, NRCYS Managing Aggressive Behavior and several other crisis intervention models. As a practicing youth worker for the past 30+ years, Frank is conversant with the evolution of thought relating to physical interventions. He is the Executive Director of the Child and Youth Care Certification Institute in Texas, the President of the national Child and Youth Care Certification Board and the Training Coordinator for the

## *Trainer Profiles*

Academy for Competent Youth Work. He has a BA in Psychology from Texas A&M University and is completing a Master's degree in Education and Human Resource Development.

### **John Haenes, LMSW**

Mr. Haenes is the Chief Operations Officer of Tarrant County Challenge, a non-profit agency which confronts substance abuse issues by identifying needs, educating the community, mobilizing resources, promoting collaborations and advocating for sound public policy. He is the chief trainer for the Challenge Training Institute, which provides 30 different substance abuse and addictions workshops throughout Texas. John also serves as an adjunct professor at several local universities and on the faculty of Texas Center for the Judiciary. He has 15 years experience with substance abuse issues, child welfare, and juvenile delinquency and is a recognized expert in substance abuse and adolescent brain development. He served as the Deputy Assistant Director for Specialized Programs at Tarrant County Juvenile Services, where the Juvenile Drug Court he administered gained national attention and has served as a mentor court for numerous states and localities. John recently planned, implemented, and serves as consultant to the Family Drug Court in Tarrant County. John has a BSW and MSW from the University of Texas at Arlington.

### **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.

### **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.

## *Trainer Profiles*

### **Jane C. Hickerson, Ph.D., LCSW**

Dr. Hickerson holds a Ph.D. in social work. She has over 20 years of experience in university teaching and 15 years of experience working with couples, families, and children. Jane specializes in child development, organizational risk management, and ethics. She has conducted workshops for youth camps, foster care programs, churches, sports programs, healthcare facilities, childcare centers, and schools throughout the United States, Canada, and the UK. Dr. Hickerson has also developed course curricula for platform training, tele-training, webinars, and online training. She has a BA and MA in English and a MS and PhD in Social Work from the University of Texas at Arlington.

### **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.

### **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.

### **Tammy Linseisen, ACSW, LCSW**

Professor Linseisen is a licensed clinical social worker and a clinical associate professor at the School of Social Work at the University of Texas at Austin. Her areas of practice interest and study include attachment, child welfare, cultural competence, mental health, family systems, and clinical supervision. Professor Linseisen was a field instructor with Travis County CPS until 2008 and has been a field instructor, staff supervisor, milieu manager, and therapist in several

## *Trainer Profiles*

treatment facilities serving behaviorally-disordered as well as traumatized youth and their families. She currently provides advanced clinical supervision, training, and consultation to professionals working in various community agencies. Tammy has a BA in Psychology and MSW with a Clinical Concentration, Children and Families Specialization from the University of Texas at Austin.

### **Sonya Lopez, LCSW**

Ms. Lopez is Upward Bound Director at Texas State University and a private practitioner in San Marcos. For the last eight years, she has held an adjunct faculty position with Texas State University-San Marcos and was the director of an interdisciplinary service learning lab where she supervised over 100 staff consisting of professional staff, students, and volunteers. Sonya comes with a wealth of experience working with multiple university departments and community partners. In her private practice, she facilitates psycho-educational, support and self help groups, in addition to providing therapy services to children, youth and families. Ms. Lopez conducts interactive, motivational, and informative trainings in such areas as infant mental health, clinical, home-based services, child welfare, various parent education topics, reflective supervision, ethical leadership, poverty and diversity. She is one of twenty-one Rockefeller Fellows working for the Barat Education Foundation, where she participates in national university speaking engagements and a diversity forum with open discussions on critical social divides such as race, class, gender, social inequality and injustices. Sonya has a BSW from Southwest Texas State and MSW from Our Lady of the Lake University.

### **Iracema “Cema” Mastroleo, MEd**

Ms. Mastoleo has a Master of Education in Rehabilitation Counselor Education from the University of Texas at Austin. She coordinates two projects: the Accessible Justice and the Kid&TeenSAFE of Disability Services ASAP (A Safety Awareness Program) at SafePlace, a domestic violence and sexual assault survival center in Austin. She has over 20 years experience working with children and adults with disabilities in both the US and Brazil. Cema provides accessible justice presentations to criminal justice personnel, as well as abuse prevention, personal safety, and sexuality workshops and trainings for children with disabilities, their parents, family members and professionals in Texas. She communicates in English, Portuguese and Spanish.

### **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.

### **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

### *Trainer Profiles*

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.

#### **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.

#### **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.

#### **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.”

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### **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.

### **Jacque Smith, BA, WC**

Ms. Smith has more than 20 years experience teaching various topics to a wide range of learners. As an instructional designer, she has generated educational content for k-12 and adults in print and interactive media products. She’s also a writer, speaker, and energy practitioner. Currently, she teaches the Restorative Therapy energy healing modality and wellness courses to adults. Jacque owns HealthWise Strategies, a company assisting individuals implementing personal wellness plans. She has a BA from North Texas State University and has a Teacher’s Certification and a Wellness Coach Certification.

### **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.

### **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

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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.

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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.

#### **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.

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