

Training **MATTERS**



A PUBLICATION OF THE NC DSS CHILD WELFARE SERVICES STATEWIDE TRAINING PARTNERSHIP

Volume 19, Number 1 • June 2018

Training Matters is produced by the North Carolina Division of Social Services Child Welfare Services Statewide Training Partnership, which is dedicated to developing and delivering competency-based, job-relevant, accessible child welfare training. Partners include:

- NC Division of Social Services
- NC Association of County Directors of Social Services
- Center for Family and Community Engagement at NC State University
- Independent Living Resources, Inc.
- NC Child Welfare Education Collaborative
- UNC School of Social Work (Jordan Institute for Families)
- UNC-Chapel Hill School of Medicine

We Want to Hear from You!

If you have questions or want to comment about something that appears in *Training Matters*, please contact Kathy Dobbs, Child Welfare Services, NC Division of Social Services, 820 S. Boylan Ave., MSC#2412, Raleigh, NC 27699-2412, Courier: 56-20-25, Tel: 919/527-6362, Kathy.Dobbs@dhhs.nc.gov.

Visit Our Website

www.trainingmatters-nc.org

This issue of *Training Matters* was produced by John McMahon of the UNC School of Social Work.

Reflections on Training

An Interview with Lisa Cauley, MSW

This is an eventful time for child welfare training in our state. The federal program improvement plan (PIP) brought changes to policy and practice that must be reflected in and supported by training. The social service system reform law passed last year (HB 630) will likely bring further changes.

For insight into child welfare training in North Carolina, we spoke with Lisa Cauley, who became Deputy Director for Child Welfare within the NC Division of Social Services in 2017.

You're fairly new to your position. What would you like people to know about you?

Some people say to me, "I'm glad you bring a strong county perspective to your position." And I do. In Wake County I was the Child Welfare Division Director, Operations Director, and for a long time I supervised blended teams covering all areas in child welfare, from intake to adoptions.

But a more important thing for people to know about me is that my parents were foster parents. So while I know what it's like to work in a county, I also bring the perspective of someone who grew up in a home that provided foster care.

Also, for three years I taught policy and practice with the NC Child Welfare Education Collaborative at the UNC-Chapel Hill School of Social Work, so I have background in and passion for child welfare training.

What do you think of recent changes related to training?

For me, one highlight is—and counties are very pleased about—the DIY (Do-It-Yourself) kits, which supervisors can use to lead short trainings in their agency. My hope is to use these kits and other tools to help workers apply what they learn in training. Transfer of learning is so vital.

I'm also pleased we were able to increase the number of people attending training. We did this in part by moving from co-training to using solo trainers. We've also created a process for partnering with county DSS trainers to deliver preservice, which should allow counties to onboard new hires faster. And I hope we've made it clear to county directors that when they can't get staff into needed training, they should call us so we can try to come up with a solution.

How do you see child welfare training in our state right now?

I came to this job to improve workforce development, and training is a part of that. Right now, the Division is evaluating the impact of our training. We have to consider the continuum. We need to be sure we're providing what is essential for all workers and supervisors, and consider what more we can do to build their skills throughout their careers.

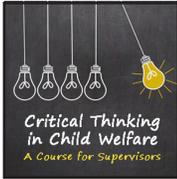
Looking ahead, there will be changes. We hope the Center for the Support of Families (*which is assessing NC's child welfare system as part of HB 630*) will provide recommendations about training that we can use as a foundation for change. And of course, any change will also have to factor in input from those in our counties who actually do the work.

The only way for North Carolina to get where it needs to go in child welfare is through a strong partnership between the state, the counties, and stakeholders. I hope we can continue to build this partnership and use it to revise and develop the training our state needs to equip staff to assess safety, provide permanence, and improve the well-being of children.

"This is an eventful time for child welfare training in our state."

Upcoming Online Courses

To ensure child welfare professionals in our state have access to training and information to help them achieve positive outcomes for families and children, the NC Division of Social Services and its partners will soon be bringing you the following online courses. All courses are expected to debut by summer 2018. Unless otherwise noted, these courses are available on ncsWLearn.org, North Carolina's learning site for human services professionals.



Critical Thinking in Child Welfare: A Course for Supervisors

Child welfare agencies need staff who can approach situations with an open mind, analyze complex information in context, and respond appropriately and creatively. This self-paced, on-demand course teaches supervisors to cultivate these essential critical thinking habits and skills in those they supervise. Developed in partnership with the Division of Social Services by the UNC School of Social Work.

Target Audience: Child welfare supervisors employed with NC county child welfare agencies.



NC's Guardianship Assistance Program

This self-paced, on-demand course for child welfare professionals explains how to implement North Carolina's Guardianship Assistance Program, or GAP. Developed in partnership with the Division of Social Services by the UNC School of Social Work.

Target Audience: Professionals in NC county child welfare agencies working to achieve permanence for children in foster care.



Adoption Assistance Eligibility

This self-paced, on-demand course explains how to determine eligibility for adoption assistance and outlines in detail the requirements for vendor payments and non-recurring costs. Revised in fall 2017. Developed in partnership with the Division of Social Services by the UNC School of Social Work.

Target Audience: NC county DSS staff responsible for determining children's eligibility for adoption assistance and non-recurring costs for adoption and/or managing requests for vendor payments.



Trauma Screening 101

Trauma screening can reveal valuable information about children's trauma exposure and help us understand their behavior. It can also help us build relationships with children and ensure they and their families get the services they need. For these reasons, a number of North Carolina counties have begun using the Project Broadcast Trauma Screening Tool. This self-paced, on-demand course familiarizes learners with this tool, provides video demonstrations of its use, and outlines possible next steps for counties considering implementation. This course was developed by the Center for Child and Family Health and the UNC School of Social Work, with funding from the NC Division of Social Services.

Target Audience: Child welfare professionals (workers, supervisors, program managers, and directors) from NC county DSS agencies.



Promoting Normalcy

Subtitled "Supporting the Social and Emotional Development of Young People in Foster Care," this short self-paced, on-demand course explains the reasonable and prudent parent standard and illustrates how to implement it successfully. Developed in partnership with the Division of Social Services by the UNC School of Social Work. Available here: <https://fosteringnc.org/on-demand-courses/>

Target Audience: Resource parents.



Orientation to the Supervisor Academy for Program Managers and Administrators

This self-paced, on-demand course introduces North Carolina's Child Welfare Supervisor Academy, explains how the Academy can help agencies improve outcomes for families while addressing workforce challenges, and clarifies the essential role program managers play in transfer of learning from the classroom to the real world. Developed in partnership with the Division of Social Services by the UNC School of Social Work.

Target Audience: Program managers and administrators from NC county child welfare agencies.

Introducing North Carolina's Child Welfare Supervisor Academy

North Carolina is making a concerted effort to increase the support available to county child welfare supervisors. For example, as part of its federal Program Improvement Plan (PIP), our state is implementing a Supervisor Academy. The Academy's mission is to create an integrated organizational framework for effective child welfare supervision that values and demonstrates support for the vital role supervisors play in ensuring positive outcomes for children, youth, and families.

Over the past two years, the NC Division of Social Services has partnered with an advisory group of county DSS staff, Methodist University, and the UNC School of Social Work to develop three new courses for the Academy:

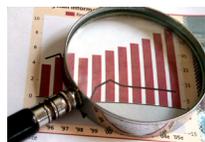
1. *Nuts and Bolts of Child Welfare Supervision*
2. *Using Data to Improve Practice and Performance*
3. *Using Data to Improve Practice and Performance with Community Partners*

These courses, which are primarily classroom-based and designed to be taken in the sequence listed above, are currently being offered to selected supervisors from Buncombe, Craven, Cumberland, Durham, Mecklenburg, Pitt, Scotland, Wake, and Wilson counties.

Since these courses are new, understanding their effectiveness is a priority. At this stage, participating supervisors take an assessment to get a baseline of their knowledge and skills. After each course, supervisors complete another assessment and a Participant Satisfaction Form to measure their learning and to capture their overall perception of the courses. Results are reported to the U.S. Children's Bureau as part of North Carolina's PIP.

Supervisor Academy Courses

Nuts and Bolts of Child Welfare Supervision. This 6-day course builds on the required course *Introduction to Supervision in Child Welfare Services*. The goal of *Nuts and Bolts* is to ensure participants have the knowledge and skills they need to consistently interpret and operationalize policies and procedures based on best practices in child welfare supervision.



Using Data to Improve Practice and Performance. Change is constant in child welfare. This can make it difficult to assess whether our practice is effective. This blended course (2

classroom days plus a live online session) teaches supervisors to use a continuous quality improvement (CQI) approach to understand what is working, what's not, and why, and to use this information to implement realistic strategies to improve performance.



Using Data to Improve Practice and Performance with Community Partners.

County child welfare agencies can't improve outcomes for children and families alone. Community partners' help is needed! This blended course (2 classroom days plus a live online session) prepares supervisors to engage community partners in a CQI process to identify the root cause of a problem, understand a solution that will work in the community, and help implement it.

Next Steps

Statewide Implementation. Before the end of 2018, five cohorts of supervisors from the counties listed above will have completed the Supervisor Academy. The NC Division of Social Services is developing a statewide implementation plan to make Supervisor Academy courses available to other counties in 2019.

In the meantime, a self-paced online course is being developed to give county DSS child welfare program managers and administrators an overview of how the Academy came to be, provide more details about Academy courses, and offer suggestions for how managers can support supervisors in applying what they learn in the Academy. This on-demand course, *Orientation to the Supervisor Academy for Program Managers*, is now available via ncswLearn.org.

Don't Miss NC's Quarterly DRR Calls!

Responding to feedback from stakeholders, the NC Division of Social Services now holds quarterly calls about the diligent recruitment and retention (DRR) of foster and adoptive families for children in foster care. These calls are a fantastic way for front line staff and supervisors to connect with and learn from their peers across the state. The calls, which are facilitated by the Division's NC Kids team, occur in January, April, July, and October each year.



Discussion on these calls is focused and practical: for example, the Oct. 2017 call's theme was "Getting the Most Out of What You've Got." Feedback so far has been very positive and attendance averages around 120 people per call.

For more details about DRR calls, see the Jan. 10, 2018 Dear County Director Letter (CWS-02-2018) found here: <https://www2.ncdhhs.gov/dss/dcdl/2018.htm>.

If you miss a call, you can listen to call recordings at <https://www2.ncdhhs.gov/dss/publications/>.

Need In-House Training on Key Topics? Look to NC's New DIY Kits

In 2017, the NC Division of Social Services introduced a new kind of training resource in our state. To help supervisors in county child welfare agencies provide ongoing professional development to staff, the Division, in partnership with the UNC School of Social Work, created the *Spotlight on Practice Series*.

Each part in this series of DIY (do-it-yourself) training kits gives supervisors all they need to lead a 30-60 minute training in their agency on an important child welfare topic. Each kit includes facilitation instructions, PowerPoint presentation slides, handouts, and resources to support further learning.

County child welfare supervisors can access these kits through the "Supervisor Resources (My Employees)" section in ncswLearn.org. These kits are also available to those who have been designated by their county DSS agency to have access rights to the "County Training Manager Resources" section of ncswLearn.org.

Supporting Implementation of the Modified Manual

In April 2018, the Division released four DIY kits to help counties with implementation of the modified child welfare manual:

1. Overview of Changes to NC's Child Welfare Manual*
2. CPS Assessments Policy
3. In-Home Services Policy
4. Permanency Planning Policy

These kits should help supervisors prepare staff to implement the modified manual. (Note: Because they are designed for 30-60 minute trainings/conversations, these kits cover only key protocol changes—they do not address every clarification or change).

* Please offer the Overview before offering other policy-focused kits

DIY Kits on Other Key Topics

- Child & Youth Sex Trafficking
- Conflicts of Interest in Child Welfare in North Carolina
- Considerations for Separation: Preparing and Supporting Children and Families
- Diligent Efforts to Locate and Engage Parents
- Engaging Families with Incarcerated Parents
- Face-to-Face Contacts: Moving Beyond the Minimums
- Identifying and Engaging Collateral Contacts
- Making Appropriate Case Decisions in Family Assessments
- Medical Decisions for Children and Youth in Care
- Opioids: Signs and Symptoms of Misuse



- Using the Safety Threshold Concept to Enhance Decision Making
- Visitation to Permanency: Making the Connection

Please Provide Feedback

After using a kit with staff, supervisors are encouraged to complete the short, three-question online feedback tool found here: <https://bit.ly/2K8IRQ3>. Your candid feedback (pro or con) will help us ensure these kits are helpful to you and your agency.



A learning site for North Carolina's foster and adoptive parents and kinship caregivers

The NC Division of Social Services is proud to offer fosteringnc.org, a learning site for our state's resource parents. This site features online courses, webinar recordings, videos and podcasts, and answers to frequently asked questions.

Free Online Courses Include:



Child Welfare Services: Overview, Key Terms, and Resources. Part of the "Stakeholder Engagement Series," this 25-minute course gives a high-level overview and explains how you can get involved in strengthening child welfare services in North Carolina. <http://fosteringnc.org/cw101/>



A Resource Parent's Guide to Intellectual and Developmental Disabilities (IDD). This 1-hour course provides basic information about IDD, the services you may need as a resource parent and where to find them, and best practices for parenting a child or youth with IDD. <https://fosteringnc.org/on-demand-courses/>

Foster parents are encouraged to talk in advance to their supervising agency about obtaining training credit through fosteringnc.org.

Join: To receive news and updates go to: <http://eepurl.com/cEiAYP>

Supervising Agencies Weigh in on the Training Needs of NC’s Foster Parents

The NC Division of Social Services wants to make sure our state’s resource parents get effective, high quality training that helps them meet the needs of the children in their care. Accordingly, earlier this year the Division asked the state’s child-placing agencies to complete a 12-item survey about needs and priorities related to preservice and in-service training for foster parents. The response was strong: 79 of the state’s 100 public and 54 of its 78 private child-placing agencies completed the survey.

The Results

Preservice. Although there have been significant changes to foster parent preservice training in recent years, this survey shows this is an area of satisfaction for most agencies. In 2014, the Division began promoting the use of the preservice curriculum TIPS-MAPP (*Trauma-Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting*). Survey responses suggest these efforts have been effective and appreciated.

Most respondents (66%) said they were satisfied or very satisfied with the support provided by the Division around preservice training. Of those who were not, half raised concerns related to the Division’s train-the-trainer course on TIPS-MAPP. Some, for example, felt it was too hard to get into this training. Others (25%) made more general requests for resources and support from the Division (e.g., additional monies to fund travel and purchasing of materials related to preservice training).

In-Service. Close to two-thirds (63%) of respondents agreed or strongly agreed foster parents supervised by their agency find it easy to obtain in-service training. Of the few who said their agency’s foster parents

experience some degree of difficulty getting in-service training, one third cited scheduling and child care conflicts as challenges and a third described lack of training opportunities.

Most respondents (62%) said in-service training was provided by child-placing agency staff, although some agencies (13%) also use foster parents to deliver training. Others also use community partners (e.g., therapists, GALs, etc.).

Priority Topics. Asked to select from a list of topics the five they believed were the most needed for foster parent in-service training, agencies chose (1) behavior management, (2) mental/behavioral health, (3) trauma-informed parenting, (4) shared parenting/maintaining connections, and (5) sexualized behavior. See the box above for the full list.

LGBTQ Kids in Care. Agencies were also asked what training-related support they need from the Division to meet the needs of children and youth who are LGBTQ. Replies to this question included requests for more training for staff and foster parents about LGBTQ issues in general (32%), cultural sensitivity (16%), the needs of LGBTQ young people and resources to meet those needs (13%), and recruitment both of resource parents who are LGBTQ and parents willing to care for children who are LGBTQ (8%).

Other Support. The survey also inquired about what other support agencies need from the Division related to foster parent in-service training. Many of the 80 suggested topics confirm other survey findings

Agency Priorities for Foster Parent In-Service Training	
Topic	Respondents who selected this topic
1. Behavior management	17.10%
2. Mental/behavioral health	16.11%
3. Trauma-informed parenting	15.74%
4. Shared parenting	12.89%
5. Sexualized behavior	10.90%
6. Cultural competency	5.20%
7. Independent living skills	4.83%
8. LGBTQ youth (caring for)	4.34%
9. Substance misuse	4.09%
10. Visits	3.22%
11. Working with schools	2.73%
12. Other	1.98%
13. Health	0.87%

(e.g., desire for training on trauma, etc.). Other topics suggested include autism, special needs, working with adolescents, human/sex trafficking, sexual abuse, safety, and opioids.

The Division’s Response

The NC Division of Social Services is grateful to agencies for taking the time to complete this survey. In the future, the Division may use these results as a guide to develop new in-service courses for resource parents (for example, via fosteringNC.org) to ensure foster and adoptive parents and kin caregivers have the information and skills they need to meet the needs of children and youth in foster care.

North Carolina's Child Welfare Education Collaborative Turns 20!

Our demanding field requires a special skillset. Child welfare professionals must be able to ensure children are safe and families are supported, even in the face of trauma and other complex concerns. They must be skilled at critical thinking, court testimony, objective documentation, and advocacy. And they have to know how to instill hope, even when families feel hopeless.

For 20 years, our state's 100 county child welfare agencies have turned to the Child Welfare Education Collaborative (CWEC), a university-based traineeship program, to help them find people with this amazing mix of skills.

What CWEC Grads Bring

As readers know, our state requires anyone working in a county child welfare agency to complete an extensive preservice training course before they work directly with families. This is a good thing, because staff need a solid foundation before they start working with people in crisis. Preservice teaches 22 child welfare competencies and covers policy and how to work with families in child welfare.

Because it covers so much, most new hires in child welfare spend much of their first month on the job in preservice training. For graduates of CWEC, things are different. CWEC is a traineeship program that enables BSW and MSW students to earn their preservice certificate while in school. As a result, they can start work soon after they are hired, yielding significant savings to county agencies.

But CWEC gives graduates more than a preservice certificate. It provides other supplemental training and experiences to better prepare students for work in child welfare.

The Program

Students enroll in the program by submitting an application to the

CWEC central office. Once accepted, students take classes that teach the preservice competencies, participate in a child-welfare field placement, and engage in transfer of learning activities.

The effectiveness of CWEC arises from its strong network. The

17 participating universities ensure students obtain all their preservice competencies. (*Visit https://cwec.unc.edu/?page_id=137 for a list of participating schools.*) County DSS social workers serve as field instructors, ensuring students get a chance to use those competencies with real families. And the CWEC central office deepens and reinforces students' competencies by providing special training opportunities.

For example, there is "Law Day," where CWEC partners with the Law School at UNC to give students their "day in court." At this event, BSW and MSW students play the roles of social workers in a mock case. First and second year law students act as DSS attorneys and prosecutors. For an added touch of realism, CWEC students take the stand in a mock court situation with an actual judge.

Other supplemental trainings for CWEC students include:

- *Enhancing the Field Placement Training.* During this two-day event, students learn basic policy and practice skills related to each area of child welfare, from intake to adoption.
- *CWEC Trauma Training.* This event explores trauma and how it can affect families and social workers in child welfare.

Recent Changes

CWEC has changed occasionally over



CWEC students graduate with a preservice certificate and receive other training and field experience that prepares them for work in child welfare.

the years. For example, CWEC has transitioned most of its orientation to flexible, synchronous online sessions. Some CWEC universities also use an instructor-led, online preservice training that mixes synchronous and asynchronous activities.

Another change is that on July 1, 2017 the UNC School of Social Work's Family and Children's Resource Program took on the role of the CWEC central office. Since that time, the central office has been updating the CWEC website to make it more engaging for students. It has also conducted a needs assessment with all current university affiliates to continue to innovate CWEC.

Statewide Impact

In the past 20 years, hundreds of CWEC grads have become an integral part of our state's child welfare system as front-line CPS social workers, clinicians, supervisors, program administrators, and even DSS directors. Approximately 90% of North Carolina's county DSS agencies have hired one or more CWEC graduates.

This spring, another crop of 70 students will graduate from CWEC. As the photo above suggests, today's students are honored to be in the traineeship and dedicated to serving the families involved in child welfare.

To Learn More

Visit the CWEC website at <https://cwec.unc.edu/>

NCDSS-Sponsored Child Welfare Training Available through ncswLearn.org

At-a-Glance for County DSS Directors

1. For Child Welfare Supervisors
Preservice. <i>Required before taking on job responsibilities</i>
<ol style="list-style-type: none"> 1. Child Welfare in North Carolina: Preservice (online & classroom)
Within First Year. <i>Required within first year as supervisor (courses below listed in preferred sequence)</i>
<ol style="list-style-type: none"> 2. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals 3. Legal Aspects of Child Welfare in North Carolina 4. Child Development and the Effects of Trauma (online) 5. Building Cultural Safety 6. Step by Step: An Introduction to Child and Family Teams 7. Introduction to Supervision for Child Welfare Services <p><i>Other courses will be required based on the supervisor's area of responsibility— see Section 3 on the next page</i></p>
Electives Specifically for Supervisors
<ol style="list-style-type: none"> 8. Critical Thinking: A Course for Supervisors (online) 9. Fostering Connections II: Building Local Systems to Improve the Health and Well-being of Children in Foster Care (online) 10. Nuts and Bolts of Child Welfare Supervision (<i>currently being piloted</i>) 11. Preventing Premature Case Closure in CPS In-Home Services: A Course for Supervisors (online) 12. Reasonable Efforts: What Supervisors Need to Know (online) 13. Secondary Trauma: A Course for Supervisors & Managers 14. Staying Power! A Supervisor's Guide to Coaching and Developing Child Welfare Staff 15. Supporting Effective Documentation: A Course for Supervisors (online) 16. The 3rd Dimension of Supervision: The Role of Supervisors in CFT Meetings (online) 17. Using Data to Improve Practice and Performance (<i>currently being piloted</i>) 18. Using Data to Improve Practice and Performance with Community Partners (<i>currently being piloted</i>) 19. Welcome to Supervision (online)
Other Elective Courses that May Be Relevant for Supervisors - Please see list of elective courses in Section 4
2. For Child Welfare Direct Client Contact Professionals
Preservice. <i>Required prior to direct client contact</i>
<ol style="list-style-type: none"> 1. Child Welfare in North Carolina: Preservice (online & classroom)
Within First Year for Everyone (courses below listed in preferred sequence)
<ol style="list-style-type: none"> 2. Medical Aspects of Child Abuse and Neglect for Non-Medical Professionals 3. Legal Aspects of Child Welfare in North Carolina 4. Child Development and the Effects of Trauma (online) 5. Building Cultural Safety 6. Step by Step: An Introduction to Child and Family Teams
Within First Year by Job Function - See Section 3 below
Other Elective Courses - Please see list of elective courses in Section 4

3. Required Training within the First Year for County DSS Child Welfare Staff, by Job Function

Adoptions	CFT Facilitator	CPS Assessors	CPS Intake	CPS In-Home	Family Preservation	Family Support and Family Resource Centers	Foster Home Licensing	Foster Care
Adoptions in Child Welfare Services	Navigating Child and Family Teams: The Role of the Facilitator	CPS Assessments in Child Welfare Services	Intake in Child Welfare Services	CPS In-Home Child Welfare Services	Family-Centered Practice in Family Preservation Programs	Connecting with Families: Family Support in Practice	<ul style="list-style-type: none"> Foster Home Licensing in Child Welfare Services Introduction to the Monthly Foster Care Contact Record Foster Home Licensing: The Keys to Success 	<ul style="list-style-type: none"> Permanency Planning in Child Welfare Services (formerly "Placement in Child Welfare") Introduction to the Monthly Foster Care Contact Record

4. Elective Courses

Classroom-Based			Online	
<ul style="list-style-type: none"> Assessing and Strengthening Attachments Child Forensic Interviewing Coaching Children's Caregivers through Challenging Moments Domestic Violence Policy and Best Practices in Child Welfare Engaging the Non-Resident Father for Child Welfare Staff Fostering and Adopting the Child Who Has Been Sexually Abused (CSA/MAPP) Helping Youth Reach Self-Sufficiency (Foster Parent Training) Interviewing Preschool Children: The RADAR JR Forensic Interview Model 	<ul style="list-style-type: none"> Intro to Child and Family Teams: A Cross-System Training from the Family's Perspective Intro to Child Welfare Data Sources IV-E: An Overview Keeping It Real: Child and Family Teams with Youth in Transition Life Books: Motivating the Memory Keepers LINKS 101 Medicaid Administrative Claiming for Adults and Children Motivating Substance Abusing Families to Change: An Advanced Practice Course PS-Deciding Together 	<ul style="list-style-type: none"> Real World Instructional Event Responding to Child Sexual Abuse Secondary Trauma: A Course for Child Welfare Workers Shared Parenting Substance Use: How to Work with Families Affected by Drugs and Alcohol Trauma-Informed Behavior Management for Child Welfare Trauma-Informed Partnering for Safety and Permanence: Model Approach to Partnerships in Parenting (TIPS-MAPP) Visitation Matters 	<ul style="list-style-type: none"> Adoption Assistance Eligibility Advocating for Child and Adolescent Mental Health Services Adult Mental Health Issues Which Impact Families Served by Child Welfare Applying the Reasonable and Prudent Parenting Standard Foster Home Licensing: The Keys to Success Fostering Connections I: Partnering to Improve the Health and Well-being of Children in Foster Care Guardianship Assistance Program: A Course for Child Welfare Professionals Introduction to the Monthly Foster Care Contact Record 	<ul style="list-style-type: none"> Methamphetamine: What a Social Worker Needs to Know Money Matters: Foster Care Funding Basics NC's OSRI/Case Review Process Orientation to Public-Private Toolkit: Building Effective Partnerships with Private Child Placing Agencies Orientation to the Supervisor Academy for Program Managers & Administrators Understanding and Intervening in Child Neglect Understanding Child Mental Health Issues Train-the-Trainer for Becoming a Therapeutic Foster Parent Working Safe, Working Smart

Webinars

The NC DSS offers several 90-minute webinars each year on a variety of child welfare topics. Look for announcements about these events on the Division's cwlistserv. Subscribe [HERE](#)

Past Webinars

Are archived here <http://fcrp.unc.edu/webinars.asp>

DV Forums

To register for *Domestic Violence Forum: Breaking the Silos to Break the Silence* go [HERE](#)