

**Maryland Department of Human Resources – Title IV-E Training Matrix**  
**July 1, 2011 – June 30, 2012**

**Introduction:**

Below is a Matrix that identifies all courses offered to DHR staff or those staff preparing for employment with DHR. DHR has reviewed courses offered under five separate initiatives – Bachelor of Social Work (BSW), Masters of Social Work (MSW), pre-service, in-service/continuing education and the BSW/MSW work study program. The matrix identifies the course and federal program(s) to which it will be charged.

The matrix also provides detailed information on Foster/Adoptive/Kinship Parent In-service training.

**Allocation Method:**

DHR will allocate the costs of the BSW and MSW programs, operated by the University of Maryland at Baltimore, to Title IV-E, at the Title IV-E Eligibility rate, and claim the appropriate costs at the 75% reimbursement rate and 50% reimbursement rate. Costs claimed at 75% include instructor costs and the cost of the stipends paid to participating DHR social workers (both existing staff and those preparing for employment at DHR). Costs claimed at 50% include University overhead costs and material costs that cannot be directly identified as supporting the program (i.e. allocated costs). The work study program only covers 70% of the cost of tuition and does not include administrative expenses. The purpose of all these programs is to train DHR social workers to perform the necessary tasks to support children in foster care and administer the Title IV-E State Plan. These expenses are allowable per 45 CFR 235.63, 45 CFR 235.64 and 45 CFR 1356.60.

DHR will allocate the costs (trainer and trainee costs) related to pre-service and in-service trainings to Title IV-E via curriculum statistics that are currently being developed by DHR. DHR has worked with the University of Maryland to review the training costs and determine whether the program is allowable under Title IV-E and what reimbursement level (50% or 75%).

Training Activity	Course	Duration	Provider	Audience
<p><b>Pre-Service Training for Child Welfare Workers</b></p>	<p><b>I: Foundations of Practice</b></p> <p><b>Classroom</b></p> <ol style="list-style-type: none"> <li>1) Introduce participants to child welfare and child welfare history with an Overview of Child Welfare <ul style="list-style-type: none"> <li>• What is a Child Welfare System?</li> <li>• Historical and Legal Context of Child Welfare</li> <li>• Values and Principles of Child Welfare</li> <li>• Overview of DHR-LDSS and the Federal Context for Maryland Practice</li> </ul> </li> <li>2) Learn and use of Blackboard on-line learning system for Online Assignments (including completing two online assignments) <ul style="list-style-type: none"> <li>• Child Welfare Competencies Self Assessment</li> <li>• Self-Assessment of Authority</li> </ul> </li> <li>3) Introduction, understanding, and knowledge of Strengths based Approach to Practice</li> <li>4) Understand Culturally Competent Practice</li> <li>5) Putting it All Together with a Case Application: Applying Learning to the Hibbel Family</li> <li>6) Introduction to COMAR</li> </ol> <p><b>Title IV-E Activities:</b> Placement of the child, case management, supervision, social work practice and permanency planning</p>	<p>12 hours classroom</p>	<p>University of Maryland, Baltimore/Child Welfare Academy</p>	<p>All New Child Welfare, Caseworkers, Supervisors (mandatory)</p>

Training Activity	Course	Duration	Provider	Audience
<p><b>Pre-Service Training for Child Welfare Workers</b></p>	<p><b>Module 2: Indicators and Dynamics of Abuse and Neglect</b></p> <p><b>Online Assignments</b></p> <ol style="list-style-type: none"> <li>1) Review and understand the Hibbel Family Initial Information Scenario</li> <li>2) Review Professionals’ Legal and Ethical Duties Worker Roles</li> <li>3) Understand Key Maryland Legal Definitions for Child Welfare</li> <li>4) Gain knowledge about the Types, Indicators, and Dynamics of Child Maltreatment</li> <li>5) Develop and understanding of the Effects of Trauma on Children</li> <li>6) Understand Substance Abuse</li> <li>7) Understand Commonly Used Drugs</li> </ol> <p><b>Classroom</b></p> <ol style="list-style-type: none"> <li>1) Review and discuss Online Assignments</li> <li>2) Learn the Legal Definitions of Child Abuse and Neglect and Disposition of Reports</li> <li>3) Understand the Dynamics and Indicators of Child Maltreatment <ul style="list-style-type: none"> <li>• Meaning of Terms</li> <li>• Trauma Effects</li> <li>• Neglect</li> <li>• Physical Abuse</li> <li>• Mental Injury</li> <li>• Sexual Abuse</li> </ul> </li> <li>4) Gain an understanding of Child Welfare Key Practice Areas <ul style="list-style-type: none"> <li>• Substance Abuse</li> <li>• Mental Health</li> </ul> </li> </ol>	<p>6 hours on-line + 18 hours classroom</p>	<p>University of Maryland, Baltimore/Child Welfare Academy</p>	<p>All New Child Welfare, Caseworkers, Supervisors (mandatory)</p>

Training Activity	Course	Duration	Provider	Audience
	<ul style="list-style-type: none"> <li>• Domestic Violence</li> </ul> <p><b>Title IV-E Activities:</b> Case management and supervision, placement of the child, effects of separation, grief and loss, child development and visitation, referral to service, development of the case plan</p>			
<p><b>Pre-Service Training for Child Welfare Workers</b></p>	<p><b>Module 3: Engaging Children and Families in the Process of Change</b></p> <p><b>Online Assignments</b></p> <ol style="list-style-type: none"> <li>1) Review Engagement Skills</li> <li>2) Understand Family Systems</li> <li>3) Learn and practice Eco-mapping</li> <li>4) Learn about Confirmation Bias and Stereotype Threat: Understanding the Effects of Assumptions</li> </ol> <p><b>Classroom</b></p> <ol style="list-style-type: none"> <li>1) Review of Online Assignments</li> <li>2) Learn Approaches to Interviewing During Assessment</li> <li>3) Understand Assumptions and Inferences</li> <li>4) Apply and practice Interviewing Skills</li> <li>5) Review and Critique of Interviewing Skills</li> <li>6) Learn how to Interview Children and Adolescents</li> <li>7) Learn Engagement Skills</li> <li>8) Understand the Process of Change</li> <li>9) Gain knowledge and understanding about Working Through Resistance</li> </ol> <p><b>Title IV-E Activities:</b> Case management, supervision, social work practice,</p>	<p>2 hours on-line + 12 hours classroom</p>	<p>University of Maryland, Baltimore/Child Welfare Academy</p>	<p>All New Child Welfare, Caseworkers, Supervisors (mandatory)</p>

Training Activity	Course	Duration	Provider	Audience
	communication skills required to work with children and families			
<b>Pre-Service Training for Child Welfare Workers</b>	<p><b>Module 4: Conducting Family Centered Assessments</b></p> <p><b>Online Assignments</b></p> <ol style="list-style-type: none"> <li>1) Understand how to Differentiate Safety Concerns from Risk</li> <li>2) Become familiar with the SAFE-C</li> <li>3) Become familiar with the MFRA</li> <li>4) Review and understand an overview of the Assessment Process</li> </ol> <p><b>Classroom</b></p> <ol style="list-style-type: none"> <li>1) Review and discussion of online assignments</li> <li>2) Gain a knowledge and understanding of Assessment in Child Welfare</li> <li>3) Understand the elements of Safety and Risk</li> <li>4) Know the SAFE –C</li> <li>5) Understand and practice Safety Planning</li> <li>6) Know the Group SAFE-C</li> <li>7) Know the MFRA</li> <li>8) Understand and be able to discuss Safety and Risk, Assessment and Reassessment Triggers</li> <li>9) Learn about Worker Safety</li> </ol> <p><b>Title IV-E Activities:</b> Case management, supervision, social work practice, communication skills required to work with children and families, referral to services, assessments to determine whether a situation requires a child’s removal</p>	3 hours on-line + 12 hours classroom	University of Maryland, Baltimore/Child Welfare Academy	All New Child Welfare, Caseworkers, Supervisors (mandatory

Training Activity	Course	Duration	Provider	Audience
<p><b>Pre-Service Training for Child Welfare Workers</b></p>	<p><b>Module 5: Planning with the Family</b></p> <p><b>Online Assignments</b></p> <p>1) Learn and practice Documenting a Contact with a Client</p> <p><b>Classroom</b></p> <p>1) Review of online assignment</p> <p>2) Learn and understand Loss and Grieving in Children and Parents</p> <p>3) Gain knowledge and understanding of Case Planning</p> <ul style="list-style-type: none"> <li>• Principles, Purposes and Types of Plans</li> <li>• Planning with (not for) Families</li> <li>• The Family’s Team</li> <li>• Interventions and How They Support Assessment and Planning</li> <li>• Underlying Conditions and Needs</li> <li>• Components of a Case Plan and Service Agreement</li> <li>• Goals and Objectives</li> <li>• Services that Meet Needs and Address Conditions, Safety Factors and Risks</li> <li>• Developing Effective Tasks, Determining Services and Setting Timelines</li> </ul> <p>4) Gain knowledge and understanding of Substitute Care</p> <ul style="list-style-type: none"> <li>• Planning and Implementing Family Visits</li> <li>• Preventing Placement Disruptions</li> <li>• Making the Most of Worker-Family/Child Visits</li> </ul> <p>5) Know the importance and aspects of Effective Documentation</p>	<p>6 hours on-line + 18 hours</p>	<p>University of Maryland, Baltimore/Child Welfare Academy</p>	<p>All New Child Welfare, Caseworkers, Supervisors (mandatory)</p>

Training Activity	Course	Duration	Provider	Audience
	<p>6) Gain an understanding of how to Make the Decision to Close the Case and Terminate the Relationship with a family</p> <p><b>Title IV-E Activities:</b> Case management, supervision, case documentation, preparation for and participation in judicial determinations, permanency planning, communication skills, required to work with children and families, referral to service</p>			
<b>In-Service – Introductory Courses<sup>1</sup></b>				
<p><b>In-Service – Introductory Courses</b></p> <p><b>NEW</b></p>	<p><b>Assessing and Planning for Risk and Safety</b> – This is a two day intensive training for all new workers that provides an introduction to the Signs of Safety (SoS) framework, a strengths based, family centered approach to assessing and planning for risk and safety with children and families. It is a supportive framework to our current methods and an extension of the Maryland Family Centered Practice Model. SoS is a way of thinking about risk and safety which acknowledges that all families have at some point acted to protect their children and are capable of using these protective factors to keep their children safe in the future. Participants will be introduced to several tools and will have opportunities to apply them in safety mapping with practice cases.</p> <p>Participants will continue to learn about and apply engagement, teaming and assessment skills, learn solution-focused and other interviewing techniques,</p>	12 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	All Child Welfare caseworkers/ supervisors <b>(mandatory)</b>

<sup>1</sup> In-service Introductory courses are those required post the successful completion of Pre-service.

Training Activity	Course	Duration	Provider	Audience
	<p>and gain a better understanding of protective factors/capacity in families.</p> <p><b>Title IV-E Activities:</b> Case management, supervision, social work practice, communication skills required to work with children and families, assessment to determine whether a situation requires a child’s removal</p>			
<p><b>In-Service - Introductory Courses</b></p> <p><b>REVISED 2012</b></p>	<p><b>Introduction to Child Protective Services</b> - Focuses on definitions of child maltreatment in Maryland, assessment of risk and safety factors, development of safety plans and service plans that target safety and risk factors. Identifies legal and social work interventions that are designed to keep children safe from maltreatment.</p> <p><b>Title IV-E Activities:</b> Child abuse and neglect issues and general overview of the issues involved.</p>	18 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	New Child Welfare caseworkers/ supervisors – <b>mandatory</b> for Child Protective Services staff
<p><b>In-Service – Introductory Courses</b></p> <p><b>REVISED 2012</b></p>	<p><b>Introduction to Out of Home Placements</b> - Focuses on understanding the needs of children in out of home care, as well as their caretakers, including knowledge of permanency timeframes, concurrent planning, sibling visits, and grief and loss issues for children and parents associated with out of home placement.</p> <p><b>Title IV-E Activities:</b> Permanency planning, communication skills, placement of child, development of the case plan, case management, referral to services, activities designed to preserve, strengthen and reunify family</p>	12 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	New Child Welfare caseworkers/ supervisors – <b>mandatory</b> for Out-of-Home Placement staff



Training Activity	Course	Duration	Provider	Audience
	practice, cultural competency			
<b>In-Service – Courses</b>  <b>NEW</b>	<p><b>Assessing and Planning using the Signs of Safety Framework: Experienced Worker Training</b> - This training is designed for <i>experienced</i> case workers from all service areas. It provides an introduction to the Signs of Safety (SoS) framework, a strengths based, family centered approach to assessing and planning for risk and safety with children and families. It is a supportive framework to our current methods and an extension of the Maryland Family Centered Practice Model. SoS is a way of thinking about risk and safety which acknowledges that all families have at some point acted to protect their children and are capable of using these protective factors to keep their children safe in the future. Attendees will learn questioning techniques to gather information for a thorough assessment and will learn and practice assessment strategies to differentiate safety threats from complicating factors.</p> <p><b>Title IV-E Activities:</b> Case management, supervision, social work practice, communication skills required to work with children and families, assessment to determine whether a situation requires a child’s removal, social work practice, cultural competency</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	All Child Welfare caseworkers/ supervisors
<b>In-service Courses</b>	<p><b>Attachment and the Child Caregiver Relationship (Early Childhood Development)</b> - This is the third workshop in the series of six and is designed to help workers understand attachment and the impact of</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>separation and loss on children. Participants will learn critical concepts about supportive, positive caregiver child interactions. Additionally, attachment focused child advocacy will be discussed.</p> <p><b>Title IV-E Activities:</b> communication skills required to work with children and families, social work practice, cultural competency, effects of separation, grief and loss</p>		Welfare Academy	
<b>In-Service Courses</b>	<p><b>Basic Counseling and Communication Skills for Child Welfare Staff</b> - This workshop prepares child welfare staff (CW) to respond in a supportive, professional, non-judgmental, and open ended way to the questions and concerns young people and their families can raise. This workshop will be highly experiential and practical and participants will have the opportunity to practice all of the skills discussed. After participating in this workshop, staff should be better able to partner and engage with clients and families in supportive ways. This workshop is NOT intended to train professional counselors and/or therapists; it simply reviews and makes accessible to CW staff, the basic communication skills used by professional counselors and therapists.</p> <p><b>Title IV-E Activities:</b> communication skills required to work with children and families, social work practice, cultural competency</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>Challenging Behaviors in Very Young Children (Early Childhood Development)</b> - This interactive course, the second in a series of six, is designed to focus on understanding how young children express and manage their emotions. Participants will learn about strategies for responding to some of the challenging behaviors exhibited by children. Participants will discuss the importance of sleeping and diet in early childhood development. Additionally, substance abuse during pregnancy and Fetal Alcohol Spectrum Disorder will be addressed.</p> <p><b>Title IV-E Activities:</b> Child development, substance abuse, mental health issues, referrals to services</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Child Neglect from the Medical Perspective: Working with Medical Professionals to Optimize Neglect Evaluations</b> - This session covers aspects of child neglect for which medical input is essential, including medical neglect, injuries, poisonings, and failure to thrive. The first half of the day includes an interactive didactic session covering each of these topics. The second half includes case discussions, where participants have the opportunity to apply what they have learned.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>Child Welfare Series, Introduction to Medical Aspects of Child Maltreatment:</b> - This full day session will provide attendees with an <i>introduction</i> to medical aspects of child abuse and neglect. The day will begin with an Introduction to Working with Physicians. This segment will provide an overview of what physicians do when they evaluate children with suspected child abuse and neglect. Participants will learn about which children need a medical evaluation, what to expect from the medical evaluation, and what questions they should consider asking physicians. Content on sexual abuse, physical abuse, and neglect will focus on the role of the medical provider and medical aspects of maltreatment that are important for child welfare professionals to understand.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Child Welfare Series, Medical Aspects of Child Abuse and Neglect: Advanced Topics 1 -</b> (<i>Prerequisite:</i> Introduction to Medical Aspects of Child Maltreatment.) This full day session will go beyond the basics to address more challenging topics in child abuse and neglect. Specific topics will include: <i>Advanced Topics in Physical Abuse</i> (burns, head trauma, and fractures), <i>Sexually Transmitted Infections</i>, and <i>Medical Child Abuse</i> (Munchausen’s Syndrome by Proxy, Factitious Disorder by Proxy). Participants will leave with a more in-depth understanding of how to distinguish abuse from accidental injury. They will become familiar with the various infections that can be transmitted sexually and the likelihood that each infection is the result of sexual</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>abuse. They will also learn warning signs that the medical care sought by a parent for his/her child may be unnecessary or harmful.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues, mental health related to children and families in the CW system</p>			
In-Service Courses	<p><b>Child Welfare Series, Medical Aspects of Child Abuse and Neglect: Advanced Topics II –</b> <i>(Prerequisite: Introduction to Medical Aspects of Child Maltreatment)</i> This full-day course is designed to address more challenging topics in child abuse and neglect. Specific topics will include: Healthcare Needs of Foster Youth and the Medical Home, Failure to Thrive, Understanding Child Development and Behavior, and Prevention of Child Maltreatment. Participants will leave with an understanding of the special health care needs of foster youth. Participants will also leave with an understanding of normal and abnormal child development and behavior, and when to be concerned that a child’s behavior may reflect exposure to abuse or neglect. They will also learn about warning signs that poor growth may be the result of maltreatment. The session will end with a discussion of effective programs to prevent maltreatment, and what child welfare workers can do to help prevent maltreatment.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues</p>	6	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>Confidentiality: Ethical Considerations for Child Welfare Practice</b> - The contents of child welfare services records are of a personal and sensitive nature. It is the responsibility of child welfare staff to maintain confidentiality and also to know the circumstances under which the sharing of information is beneficial for the work of safety, permanency and well-being of children and services to the family. These, often conflicting, ethical principals will be explored in this workshop. Specific topics addressed during this half-day workshop will include: overview of state laws and regulations that govern the sharing of information concerning children and families served in child welfare services; discussion on the ethical considerations and issues that impact child welfare practice; overview of the ethical principles that apply when obtaining and sharing information with educators and medical providers.</p> <p><b>Title IV-E Activities:</b> Ethics</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Cultural Competency: Maryland Native American/American Indian Culture</b> - While the State of Maryland does not have any federally recognized Native American/American Indian (NA/AI) tribes, there are communities and families that identify culturally with NA/AI people. This full-day workshop will provide a brief history of NA/AI communities in Maryland, review legislation and policy, demographics, and initiatives impacting native people. This will be framed in a cultural context related to the physical, mental, spiritual and emotional influences within local NA/AI families and communities.</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p><b>Title IV-E Activities:</b> Cultural competency</p>			
<b>In-Service Courses</b>	<p><b>Cultural Competency: Our Daily Journey</b> - Census 2000 showed the United States to be more ethnically and racially diverse than at any other time in history. The 2010 census is confirming this more concretely. These facts coupled with increasingly diverse cultures being served by child welfare and social services providers should raise personal questions for each of us about “<i>our daily journey</i>” in communities influenced by many cultural values, traditions, needs, and expectations. This workshop will help participants assess their individual cultural perspectives and how these perspectives may influence their decision-making and interactions with both clients and coworkers. Participants will also develop an understanding and general awareness of how their cultural perspectives are used to filter information and communicate with others.</p> <p><b>Title IV-E Activities:</b> Cultural competency</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
<b>In-Service Courses</b>	<p><b>Dealing with Difficult People</b> - This workshop is designed to help workers develop skills to work more effectively with clients, colleagues, outside agencies/organizations, and supervisors. Ideally, everyone would work together in a peaceful and productive way, and negativity in the workplace would not be tolerated. The stress of managing these negative influences can erode enthusiasm, destroy morale, decrease productivity, and ultimately harm the children and families being served. In this workshop, various behavioral challenges will be addressed including chronic complaining and whining, hostility and aggression, resistance to feedback, negativity and</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>criticism, and conflicting goals and agendas.</p> <p><b>Title IV-E Activities:</b> Case management and supervision, communication skills required to work with children and families</p>			
<b>In-Service Courses</b>	<p><b>Increasing Children’s Safety in Domestic Violence Cases: Supporting Adult Victims and Holding Perpetrators</b> - This training focuses on the potential effects of witnessing domestic violence on children; the dynamics and risks of domestic violence when there is a child in the home; how domestic violence impacts the parenting styles of abusers and victims throughout the cycle of violence; strategies for increasing children’s safety; building skills to accurately assess for domestic violence in families; how to work effectively with adult victims and domestic violence perpetrators as parents. This workshop is intended for child welfare workers who want to build on their knowledge and skills of domestic violence in the context of child welfare.</p> <p><b>Title IV-E Activities:</b> Domestic violence, assessment to determine whether a situation requires removal</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
<b>In-Service Basic Instruction Courses</b>	<p><b>Domestic Violence in the Digital Age</b> - This workshop is intended for child welfare workers who work with teens or adult victims of domestic violence or stalking and are interested in the use of technology. Participants will explore the dynamics of abusive relationships and types of abuse, with an emphasis on technology. This workshop will provide in-depth knowledge about types of technologies that pose</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>safety risks to adult victims and children when a domestic violence abuser is exhibiting stalking behavior, monitoring daily activities, or trying to locate an adult victim who has left the relationship. Civil and criminal legal options are available to protect adult victims and children, which will be covered in the training.</p> <p><b>Title IV-E Activities:</b> Domestic violence, assessment to determine whether a situation requires removal</p>			
<b>In-Service Courses</b>	<p><b>Domestic Violence Series: Legal Aspects of Domestic Violence &amp; the Coordinated Community</b> - This is part two of a four-part training series designed to equip participants with knowledge and skills to work with victims of domestic violence, abusive partners, and their children. Part 2 is designed for caseworkers that have a basic understanding and knowledge of domestic violence terminology, victims and their families. During this course participants gain an understanding of specific criminal and civil legal reliefs available to victims and the law enforcement response to domestic violence; 4) Understanding domestic violence through the perspectives of abuser intervention programs, mental health and substance abuse, and in medical settings.</p> <p><b>Title IV-E Activities:</b> Domestic violence, assessment to determine whether a situation requires removal</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>Domestic Violence Series: Considering Diversity and Culture in Domestic Violence</b> - This is part three of a four-part training series designed to equip participants with knowledge and skills to work with victims of domestic violence, abusive partners, and their children. Part 3 is designed for caseworkers that have a basic understanding and knowledge of domestic violence terminology, victim’s services and their families. During this course participants gain an understanding of the role that culture plays in the dynamics of domestic violence, including detailed analyses of domestic violence within specific religious and ethnic cultures. Additionally, they address the unique needs of traditionally underserved populations related to gender, sexual orientation, disabilities, and age.</p> <p><b>Title IV-E Activities:</b> Domestic violence, assessment to determine whether a situation requires removal</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Domestic Violence Series: Barriers for Victims of DV in Underserved Populations and Vicarious Trauma, Burnout and Self Care for DV Professionals</b> - This is part four of a four-part training series designed to equip participants with knowledge and skills to work with victims of domestic violence, abusive partners, and their children. Part 4 is designed for caseworkers that have a basic understanding and knowledge of domestic violence terminology, victim’s services and their families. During this course participants gain an understanding of the unique needs of traditionally underserved populations related to</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>gender, sexual orientation, disabilities, and age. Additionally, they gain an understanding of how exposure to domestic violence impacts children. In conclusion, participants get information about how to prevent burnout and vicarious trauma, caused by working in the field of domestic violence, through an individualized self-care plan.</p> <p><b>Title IV-E Activities:</b> Domestic violence, assessment to determine whether a situation requires removal</p>			
<b>In-Service Courses</b>	<p><b>(Ethics) Advanced Ethics in Child Welfare and Social Work Practice</b> -Designed for experienced child welfare and social work professionals, this seminar explores how personal and professional values and ethics impact critical thinking, moral decision making, clinical integrity, and more. Participants examine the delicate balance between protecting the rights of children and families while at the same time minimizing risk to the professionals who serve them. Specific scenarios and ethical dilemmas are presented and discussed, and participants encouraged to engage in self-exploration to enhance their personal and professional growth. Program administrators and supervisors are encouraged to attend.</p> <p><b>Title IV-E Activities:</b> Ethics</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>(Ethics) Always Wear Clean Underwear: Ethics in Child Welfare and Social Work Practice</b> - This seminar examines ethical principles and provides a unique decision-making model for the challenging, real-life situations encountered by those who serve children and families. This dynamic and interactive session presents various scenarios for critical consideration and discussion. Fulfills the continuing education requirements on Ethics for Maryland social workers.</p> <p><b>Title IV-E Activities:</b> Ethics</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
In-Service Courses	<p><b>(Ethics) Boundaries and Dual Relationship Issues</b> - This interactive half-day workshop will provide participants with an awareness of boundary issues and dual relationship challenges in the human services. Participants will also develop an understanding of the difference between ethical and non-ethical relationships. Additionally, guidelines will be presented to help workers manage boundary issues and dual relationships that may occur when working with individuals and families.</p> <p><b>Title IV-E Activities:</b> Ethics</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Excellence in Public Child Welfare Supervision Seminar</b> - 10 Session seminar that addresses leadership style, clinical, supportive and administrative supervision strategies; administrative skills, personnel management, management of conflict and change. Links supervision skills to child welfare outcomes of safety, permanency, and child well-being.</p>	60 Hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p><b>Title IV-E Activities:</b> Child welfare supervisory skills</p>			
<b>In-Service Courses</b>	<p><b>Facilitating Family Involvement Meetings</b> - This 3 day training will provide participants with the general values, principles and skills needed for introductory level facilitation of Family Involvement Meetings. Participants will gain an understanding of the MD Family Centered Practice model (FCP) principles, outcomes and goals and how a FIM reflects them. They will learn about the procedural aspects of why, when and how FIMs are scheduled and how to prepare for a FIM. Content will cover ways to ensure effective and clear discussion related to safety and risk issues at all FIMs so that decisions are grounded in safety and protection for the child. Participants will also develop intervention strategies and skills to maintain comfort guidelines/ground rules, manage group dynamics and deal with participants who exhibit difficult group behaviors. Facilitator self-awareness is explored and participants will learn how their own personal biases and values may impact the facilitation of a FIM.</p> <p><b>Title IV-E Activities:</b> Social work practice, cultural competence, development of case plan, referral to services, permanency planning, communication skills required to work with children and families</p>	18 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
<b>In-Service Courses</b>	<p><b>Gangs: Identification, Prevention and Intervention Strategies for Child Welfare Workers</b> - This training focuses on Maryland's gang culture and help to enhance participants' knowledge of this growing problem including the increase in the female population. Participants are provided with an</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>overview of the gang problems that are impacting our youth, gain a basic understanding of gang culture and why youth join gangs. This session identifies some gangs operating in Maryland and will also assist the participant to recognize the signs of gangs in communities, and their language, dress and culture.</p> <p><b>Title IV-E Activities:</b> Assessment to determine whether a situation requires removal, social work practice</p>			
<b>In-Service Courses</b>	<p><b>Healthy Relationships and Dating Violence</b> - This experiential workshop focuses on the components of healthy relationships and strategies for helping adolescents learn about healthy relationships and develop key relationship skills.</p> <p><b>Title IV-E Activities:</b> communication skills required to work with children and families, social work practice, cultural competency, child development</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service Courses</b>	<p><b>Immigrant Families: Between Child Welfare and Immigration Law</b> - This interactive full-day training addresses the interface between child welfare and immigration. Participants learn what to look for in terms of the needs of immigrant children and their families as well as how to deal with the unique legal and cultural competency issues of this population. Participants also learn about what benefits and resources are available for these children and families. This workshop provides resources including supports and contact information for families that may be facing immigration challenges.</p> <p><b>Title IV-E Activities:</b></p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	communication skills required to work with children and families, social work practice, cultural competency			
NEW	<p><b>Medical Aspects of Child Abuse and Neglect Series: Part 1 of 3, Basic Concepts</b> - This full day session will provide attendees with an introduction to medical aspects of child abuse and neglect. The day will begin with an Introduction to Working with Physicians. This segment will provide an overview of what physicians do when they evaluate children with suspected child abuse and neglect. Participants will learn about which children need a medical evaluation, what to expect from the medical evaluation, and what questions they should consider asking physicians. Content on sexual abuse, physical abuse, and neglect will focus on the role of the medical provider and medical aspects of maltreatment that are important for child welfare professionals to understand.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Supervisors
NEW	<p><b>Medical Aspects of Child Abuse and Neglect Series: Part 2 of 3, Advanced I</b> - This full day session will go beyond the basics to address more challenging topics in child abuse and neglect. Specific topics will include: Advanced Topics in Physical Abuse (burns, head trauma, and fractures), Failure to Thrive, Sexually Transmitted Infections, and Medical Child Abuse (Munchausen’s Syndrome by Proxy, Factitious Disorder by Proxy). Participants will leave with a more in-depth understanding of how to distinguish abusive from accidental injury. They will become familiar with the various infections that can</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Supervisors

Training Activity	Course	Duration	Provider	Audience
	<p>be transmitted sexually and the likelihood that each infection is the result of sexual abuse. They will also learn warning signs that poor growth may be the result of maltreatment, and warning signs that the medical care sought by a parent for his/her child may be unnecessary or harmful.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues</p>			
<p><b>In-Service Courses</b></p> <p><b>NEW</b></p>	<p><b>Medical Aspects of Child Abuse and Neglect Series: Part 3 of 3, Advanced II</b> - This full day session will go beyond the basics to address more challenging topics in child abuse and neglect. Specific topics will include: Healthcare Needs of Foster Youth and the Medical Home, Drug Exposed Newborns and Children, Understanding Child Development and Behavior, and Prevention of Child Maltreatment. Participants will leave with an understanding of the special health care needs of foster youth. They will understand the short and long term effects of drugs of abuse on children, as well as the specific needs that these children may have. Participants will also leave with an understanding of normal and abnormal child development and behavior, and when to be concerned that a child’s behavior may reflect exposure to abuse or neglect. The session will end with a discussion of effective programs to prevent maltreatment, and what child welfare workers can do to help prevent maltreatment.</p> <p><b>Title IV-E Activities:</b> Child development, child abuse and neglect issues</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Supervisors

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>Psychiatric Medication Issues For Youth In Foster Care</b> - In this highly informative program, participants will learn about the use of psychiatric medications to treat youth and adolescents in foster care. Important components of medication monitoring will be outlined, and common side effect concerns will be addressed. Examples of youth receiving treatment will be utilized to illustrate how medication treatment can be effectively embedded in multi-disciplinary care. Finally, there will be a panel question and answer session to share resources and discuss concerns about psychiatric medication issues. This course was offered to both child welfare staff and resource/foster parents.</p> <p><b>Title IV-E Activities:</b> Mental health issues related to children and families, referral to services, social work practice</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Raising Cain: Working More Effectively With Boys/Young Men in Child Welfare</b> - Using the video “<i>Raising Cain</i>” this workshop “listen” to “real boys’ voices” and identify the genuine stresses boys face, how boys survive and what they actually need and want from their care-givers, helpers, and child welfare professionals in particular. Explore how boys communicate and develop strategies for better ways to intervene with them. This workshop is both theoretical and practical; child welfare professionals will have ample time to consider and discuss the implications of each segment of the video on their work with boys/young men. Child welfare professionals leave better able to more honestly address the real needs of boys/young men.</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p><b>Title IV-E Activities:</b> Child development, communication</p>			
<b>In-Service Courses</b>	<p><b>Social Work Supervision: Evidence, Ethics and Relationship Trends</b> - This seminar focuses on the mandates and trends in clinical, legal, administrative, and management aspects of supervision. The focus is on the supervisor's role in management of services provided by agency practitioners and private practitioners. Traditional effective supervisory practices are reviewed as well as new and emerging generally accepted supervisory practice standards in an increasingly complex practice world. There is a specific focus on requirements for supervision for licensure. Content includes a brief history of supervision, assessment of supervisee learning needs, ethics, duty to warn criteria, standards of practice, documentation, reviewing diagnosis, treatment planning, supervisor competency, models of supervision (including group supervision and distance supervision), evaluation of supervisor/supervisee, and supervisor and supervisee styles. The overall content is presented in the context of achieving high quality, effective supervision while striving for excellence as well as efficiency.</p> <p><b>Title IV-E Activities:</b> Case management and supervision</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
<b>In-Service Courses</b>	<p><b>Structural Analysis Family Evaluation (SAFE)</b> - This two-day training is mandatory for LDSS supervisors and their workers who conduct home studies. The two-day curriculum is an in-depth, step-by-step training in the use of Structured Analysis Family Evaluation. Day One is devoted to explaining</p>	12 Hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Adoption and Out-of-Home Care caseworkers (mandatory)

Training Activity	Course	Duration	Provider	Audience
	<p>the instrument and how it works. Day Two is interactive - participants perform a SAFE Home Study</p> <p><b>Title IV-E Activities:</b> Home Studies</p>			
<b>In-Service Courses</b>	<p><b>Structural Analysis Family Evaluation (SAFE) for Supervisors</b> - This one-day supervisor's training is designed to aid supervisors in proper supervision of SAFE. This course teaches supervisors how to introduce SAFE to new workers. Although Consortium for Children mandates that all individuals using SAFE attend the SAFE 2-day training we understand that a worker can't sit around waiting for the next SAFE training and that supervisors must be able to help them begin to do the work as soon as possible.</p> <p><b>Title IV-E Activities:</b> Home Studies</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Adoption and Out-of-Home Care caseworkers (elective)
<b>In-Service Courses</b>	<p><b>Structural Analysis Family Evaluation (SAFE) Refresher</b> - This 4-hour <i>teleconference</i> was designed to aid workers and supervisors in proper use of SAFE. Answer practice related issues and update information.</p> <p><b>Title IV-E Activities:</b> Home Studies</p>	4 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Adoption and Out-of-Home Care caseworkers (elective)
<b>In-Service Courses</b>	<p><b>Substance Abuse: Alcohol &amp; Drugs: What we Believe, Think and Know – Two Part Series</b> - This in-service is targeted to child welfare line staff. It explores the basics of addiction, varieties of recovery</p>	12 hours	University of Maryland, School of Social Work (UMB/SSW) Child	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>experiences and will briefly review the signs and symptoms of use. It presents a client centered, recovery oriented framework of care for substance abusing clients. Participants will understand the need to become more oriented to recovery from addiction, recognize the differences between an acute care model of practice and a chronic care model of practice. Finally, participants will be able to explain and utilize components of a client centered, recovery oriented system of care for addicted individuals in the child welfare system.</p> <p><b>Title IV-E Activities:</b> Substance abuse issues related to children and families in the CW system</p>		Welfare Academy	
<b>In-Service Courses</b>	<p><b>Trauma, Attachment and the Developing Brain –</b> Presents an examination of the increasing recognition is being given to the impact that trauma has on brain development and functioning, and how this in turn, can manifest in problematic and puzzling behaviors. The training also examines “normal” childhood development versus development clouded by abuse, neglect and trauma. Information will be provided about the nature, incidence, and dynamics of abuse and neglect as it relates to brain development.</p> <p><b>Title IV-E Activities:</b> Child abuse and neglect issues, mental health issues, child development</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>UMB Early Childhood Mental Health Series: Challenging Behaviors in Very Young Children</b> - This interactive course, the <i>second</i> in a series of six, is designed to focus on understanding how young children express and manage their emotions. Participants learn about strategies for responding to some of the challenging behaviors exhibited by children. Participants discuss the importance of sleeping and diet in early childhood development. Additionally, substance abuse during pregnancy and Fetal Alcohol Spectrum Disorder is addressed.</p> <p><b>Title IV-E Activities:</b> Child development, mental health issues related to children in the CW system, referral to services</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)
In-Service Courses	<p><b>UMB Early Childhood Mental Health Series: Attachment and the Child Caregiver Relationship</b> - This is the <i>third</i> workshop in the series of six and is designed to help workers understand attachment and the impact of separation and loss on children. Participants learn critical concepts about supportive, positive caregiver child interactions. Additionally, attachment focused child advocacy is discussed.</p> <p><b>Title IV-E Activities:</b> Child development, mental health issues related to children in the CW system, referral to services</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
In-Service Courses	<p><b>UMB Early Childhood Mental Health Series: Engaging Families in Early Childhood Mental Health</b> - This workshop is the <i>fourth</i> in a series of six, it is designed to provide a panel discussion about</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<p>strategies to improve partnerships that promote understanding and collaboration in the child welfare system. Additionally, participants develop and understanding of parent’s challenges regarding mental illness, trauma histories, substance abuse, developmental delays, and health problems.</p> <p><b>Title IV-E Activities:</b> Child development, mental health issues related to children in the CW system, referral to services</p>		Welfare Academy	
<b>In-Service Courses</b>	<p><b>UMB Early Childhood Mental Health Series: Working with Families and Young Children Impacted by Trauma -</b> This interactive course, the <i>fifth</i> in a series of six, is designed to provide participants with information about the early development of stress and adaptive coping skills and the impact trauma has on brain development and functioning. Additionally, there is a discussion regarding stress reactions to violence and trauma.</p> <p><b>Title IV-E Activities:</b> Child development, mental health issues related to children in the CW system, referral to services</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
In-Service Courses	<p><b>UMB Early Childhood Mental Health Series: Families and Young Children Impacted by Trauma and Self Care</b> - This is the <i>sixth</i> and final workshop in the UMB Early Childhood Mental Health Series. During this course participants learn about psychological first aid tools and strategies and how to talk with children about “hard things”: maltreatment, placements, and loss. To conclude, there is a review of self care – managing vicarious trauma, signs and symptoms.</p> <p><b>Title IV-E Activities:</b> Child development, mental health issues related to children in the CW system, referral to services</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
In-Service Courses	<p><b>Working with “Resistant” Clients</b> - This highly experiential workshop is especially designed for Maryland’s Child care professionals and examines the impact of neglect and parental abuse on families involved with the child welfare system; enhance the skills needed to effectively work with clients who may have resistance to treatment; and explore and discuss the roots of anger and anger management theory and strategies for change. Participants will learn intervention strategies designed to decrease anger, shame and resentment in program clients.</p> <p><b>Title IV-E Activities:</b> Communication skills, child abuse and neglect issues</p>	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
<b>In-Service Courses</b>  <b>NEW</b>	<b>Working with Immigrant Youth in Foster Care and Juvenile Justice</b> - Focusing on immigrant youth, this workshop will review a variety of topics and provide information regarding the immigration system for non-citizen youth, provide an overview of the immigration laws and obligations related to enforcement and consequences of failure to comply, detention and its negative impacts on youth, and some discussion about individual cases. Immigration related resources and referral information will also be provided. <b>Title IV-E Activities:</b> Case management, cultural competency	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service Courses</b>	<b>Working with Immigrant Families and Children</b> - This workshop is designed to assist professionals in the child welfare system in working effectively and with sensitivity with immigrant families and children. An overview of the family and parenting stresses inherent in immigration is presented. Participants learn how these stresses can manifest in family dysfunction. Finally, participants are provided with concrete strategies for forming effective alliances and building on family strengths and culture to assist immigrant families with their adjustment and transition. <b>Title IV-E Activities:</b> Case management, cultural competency	6 hours	University of Maryland, School of Social Work (UMB/SSW) Child Welfare Academy	Child Welfare Caseworkers and Supervisors (elective)

Training Activity	Course	Duration	Provider	Audience
	<b>Courses Offered by the Office of Continuing Professional Education (CPE)<sup>3</sup></b>			
<b>In-Service CPE Courses</b>	<b>21st Century Bullying</b> – In March of this year, our President and First Lady hosted the first-ever White House Conference on Bullying. As reported by the National Crime Prevention Council...every 7 minutes a child is bullied. This workshop will provide social workers with essential tools and resources so they are aware, engaged and educated about the new age of bullying.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service CPE Courses</b>	<b>A Diagnostic Crossroads: Reactive Attachment Disorder, Posttraumatic Stress Disorder, &amp; Developmental Trauma Disorder</b> – A comparative exploration of three diagnostic terms: Reactive Attachment Disorder (RAD), Post Traumatic Stress Disorder (PTSD), and the DSM-5 proposal of Developmental Trauma Disorder (DTD). Organize and apply these into the most clinically practical schema.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service CPE Courses</b>	<b>Another Chance: Preventing Additional Births to Teen Mothers</b> – Since the early 1990s, the United States has made extraordinary progress in reducing teen pregnancy and birth rates. While that is encouraging, it is not all good news for teen mothers. Nearly one-quarter of teen mothers have a second birth before age 20. This workshop will explore what is known about births to teen mothers, the factors that seem to increase the chances of such births occurring to teen mothers; best practices for teen parents, and the potential for prevention. Programs and services available to teen parents and pregnancy prevention resources will be shared.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)

<sup>3</sup> Advance Training Offered by the Office of Continuing Professional Education varies each year

Training Activity	Course	Duration	Provider	Audience
In-Service Advanced Courses	<b>Attachment Disorders in Children – (Two Day)</b> – An intensive journey through the complex territory of children along the Attachment Disorder (AD) Spectrum. Workshop also discusses the challenges present in relationships and interventions relevant for parenting.	10 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
In-Service Advanced Courses	<b>Battling the Bully: Brain-Inspired Responses to Bullying</b> – Bullying has become a significant concern on many campuses as students with physical or cognitive advantages intimidate and exploit their more vulnerable classmates, often with sophistication and a discreetness that makes it difficult for adults to observe and intervene. In this workshop, bullying, as well as boredom and other challenging behaviors, will be looked at through the lens of cognitive neuroscience with a new perspective provided on the often perplexing behaviors of these students.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
In-Service Advanced Courses	<b>Child Abuse and the Brain: The Developmental Impact of Trauma in Childhood</b> - Key discoveries in neuroscience have revealed a more comprehensive and sophisticated understanding of the impact of child abuse on the developing brain. With incredible specificity, scientists have mapped how the experience of abuse in childhood changes the growing brain and predisposes it to psychiatric disorders in adulthood. Understanding the specific consequences of abuse on the growing brain can significantly inform interventions and inspire new approaches for the focus and goal of treatment for child abuse victims.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)

<b>In-Service</b> Advanced Courses	<b>Change Your Language, Change Their Lives: What You Can Say Differently Today to Transform Tomorrows of Our Youth (Half Day)</b> – Neuroscience discoveries can revolutionize our understanding of how the brain of our children learn and grow. In particular, brain research reveals how the specific language used by adults who teach, mentor, counsel, and parent youth has a much more profound effect on their development than previously realized. Learn the four powerful “Languages of the Brain” that will transform the lives of the children you serve.	3 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service</b> Advanced Courses	<b>Creating An Environment for Performance Success: Enhancing the Supervision Experience</b> — Participants gain the tools to become a competent, confident, and committed supervisor who serves a critical link between policy and practice and successfully leads staff. This workshop meets the BSWE 12 hour supervision training requirement	12 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Supervisors and managers (elective)
<b>In-Service</b> Advanced Courses	<b>Ethical Considerations When Addressing Client Sexual Issues</b> — Participants explore the ethical questions faced by practitioners in day-to-day practice when working with clients’ sexual issues, and what decision-making processes can be used to address them.	3 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Supervisors and managers (elective)
<b>In-Service</b> Advanced Courses	<b>Ethics and Multiculturalism in Social Work Practice</b> — This workshop is designed to provide participants with an	3 hours	University of Maryland, School of Social Work –	Child Welfare Supervisors and managers

	understanding of multiculturalism and its implications for social work theory and practice. As mandated in the NASW Code of Ethics, social work professionals are to help achieve a multicultural egalitarian society.		Continuing Professional Education	(elective)
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<b>In-Service</b> Advanced Courses	<b>Fetal Alcohol Spectrum Disorders in Children</b> – This workshop will be an in depth exploration of Fetal Alcohol Spectrum Disorders (FASD) in children. Like many mental health disorders, intrauterine exposure to alcohol results in a range of outcomes along a spectrum rather than a simplistic, categorical, yes/no classification. As the vast majority of these children go unrecognized or misdiagnosed, the prevalence of FASD makes it a problem of much significance for our culture. The various pathways by which alcohol affects the fetus, the variability of developmental impacts, patterns seen in children with FASD, the FASD child in school, adult outcomes, and treatment interventions will all be covered.	5 hours		
<b>In-Service</b> Advanced Courses	<b>Helping Caregivers Understand and Participate in the Therapeutic Process</b> — In this course participant learn new strategies useful in forming alliances with parents, foster parents, and kinship care providers to help children in recovering from Adverse Life Events (ALEs).	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service</b> Advanced Courses	<b>Human Trafficking and Social Work Practice: Ethical Considerations and Critical Skills for Effective Work with Sex and Labor Trafficking Victims</b> – Participants will achieve a basic understanding of Federal and State laws against human trafficking, learn to identify and work effectively with victims of various cultures and develop coalition-building	3 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Supervisors and managers (elective)

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<b>In-Service</b> Advanced Courses	<b>Into the Woods at Night without a Lantern: Working with Caregivers of Youth Engaging in Deceptive/ Non Truth Telling Behaviors</b> – Training will provide heightened awareness of how past experience and foster care shape troubling behaviors such as lying and skill identification. Learn appropriate and effective responses to these issues. Identify and practice several “tactics and tools” with proven usefulness for sustaining engagement and preserving placement opportunities for children and adolescents in resource foster homes.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Supervisors and managers (elective)
<b>In-Service</b> Advanced Courses	<b>Overview of COMAR Code of Ethics</b> – This workshop will provide an overview of the COMAR Code of Ethics for social work practitioners. Primary attention will be focused on recent changes implemented in June 2011.	3 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service</b> Advanced Courses	<b>Raising Cain: A Closer Look At Younger Boys</b> — Appropriate for social workers at all levels of experience, this workshop will present meaningful and relevant intervention strategies for working with pre and early adolescent boys.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service</b> Advanced Courses	<b>Secrets to Understanding and Responding to Adolescent and Teen Trends</b> – Biting and sucking blood, Tanorexia, Hookah Bars, DWT, getting high “without” drugs, tech addiction, Emo, gangs, sex without having sex and more. Do these trends reflect an increase in technology, rise in social networking,	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)

	<p>volume of cable channels and reality television, the falling economy, Similac or changes in societal responses to adolescents and teens? This workshop shows deadly methods to get high, trends in pregnancy pacts, street education, cyberspace, teen culture, and some of the most unbelievable “cool” trends among adolescents and teens. Three key strategies to responding effectively to adolescent and teen trends will be revealed.</p>			
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<b>In-Service</b> Advanced Courses	<b>Sexual Boundary Violations by Social Workers: Ethics Redux in Maryland Code</b> – Identify the sexual boundary violation issues and explain the role impacts related to the proposed adoption of “beefed up” COMAR regulations. Describe and apply knowledge resulting of social norms and strategies for enhanced protection.	6 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service</b> Advanced Courses	<b>Shattered Image: Self-Identity and Teen Girls</b> – Socio-cultural factors impact the development of self-concept, identify what is the “ideal,” and determine who fits in. Teen girls struggle to meet this standard while at the same time being authentic to who they are. Those who don’t fit this ideal may find themselves bullied, shamed, and ridiculed. This workshop will explore the culture of “fitting in,” the impact of being bullied, and the opportunities to build resilience in young women.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Supervisors and managers (elective)
<b>In-Service</b> CPE Courses	<b>Strategies for Ethical Decision-Making When Working with Children and Families</b> — This workshop focuses on the development of strategies for dealing with ethical decisions that social workers face in their practice with children and families.	6 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Supervisors and managers (elective)
<b>In-Service</b> CPE Courses	<b>Teen Care: Understanding the Digital Underground</b> — Participants learn the significance of “The Digital Underground,” while developing strategies to communicate this phenomenon to parents/caregivers. Attendees must have experience with a computer and the Internet.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)

<b>In-Service CPE Courses</b>	<b>Terrible Two's Revisited: Preparing Parents to Survive the Teen Years -</b> Professionals who work with families where teens are in crisis need concrete skills to teach parents. Adolescent rebellions and power struggles are a developmental part of parenting children on the way to independent adulthood. Professionals need information that they can quickly share with family members so that they can help take positive action in family management and not be reactive when rebellious teens push their parents' "hot buttons." This workshop will cover teachable skills in assertion, support, encouragement, limit-setting, and problem-solving necessary for parenting rebellious teens.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service CPE Courses</b>	<b>The Application of Myers-Briggs to Enhance Supervisory Skills (Two Day) –</b> An overview of the Myers-Briggs Type Indicator and its relationship to effective supervision. Explore how individuals' psychological type affects their approach to work and reaction to supervision. Address the scoring of the Keirsey Instrument for participants.	12 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service CPE Courses</b>	<b>The Expressions of Youth –</b> Youth today are writing poetry, wearing tattoos, and dressing distinctively to express their individual selves. Explore using the unique ways that youth express themselves as a tool to build the professional relationship.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)

<b>In-Service CPE Courses</b>	<b>The Sound of Music: Using Music to Engage Adolescents</b> – This workshop explores technology, focusing on music as a tool for building rapport and engaging youth in a therapeutic alliance.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service CPE Courses</b>	<b>The Tie That Binds: The Importance of the Connection Between Foster Children and Their Biological Families</b> — Participants discover how a strong relationship between a foster child and their family of origin can help forge lifelong relationships that enhance quality of life and avoid negative outcomes associated with those aging out of the foster care system.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare Caseworkers and Supervisors (elective)
<b>In-Service CPE Courses</b>	<b>The Trauma Whispers</b> – Learn about differential issues of trauma in those exposed to war, urban violence and incarceration, domestic violence, physical and sexual child abuse and neglect, terrorism, and natural disasters. In reviewing issues of PTSD, DID and more, the latest strategies for working with those suffering from psychological wounds will be identified.	5 hours		
<b>In-Service CPE Courses</b>	<b>Too Many Losses Too Soon: Loss and Grief Among Foster and Adopted Children</b> — This course is about the unique losses experienced by children in foster care and adoption and about the critical factors that influence children’s reaction to loss.	5 hours	University of Maryland, School of Social Work – Continuing Professional Education	Child Welfare caseworkers and Supervisors (elective)

<p><b>In-Service</b> CPE Courses</p>	<p><b>Trouble Letting Go: Understanding Addiction and the Developing Brain</b> – Preteens and adolescents are more sensitive and more vulnerable to the effects of alcohol, nicotine and drugs than are adults. This seminar examines why this vulnerability exists and offers concrete suggestions for both prevention and intervention after use. In addition, the process of addiction in the brain is examined, with implications for changing addictive behavior in teens.</p>	<p>5 hours</p>	<p>University of Maryland, School of Social Work – Continuing Professional Education</p>	<p>Child Welfare Caseworkers and Supervisors (elective)</p>
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<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Field Placement</b>	Long Term 2-4 years	University of Maryland Baltimore/ Maryland Child Welfare Academy School of Social Work - Field Instruction <sup>4</sup>  University of Maryland, Baltimore; University of Maryland, Baltimore County; Salisbury, Morgan	MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Foundation Field Education</b> – includes Social Work theories, systems, intervention strategies, social work relationships	2 semesters		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Advanced Field Instruction – Clinical</b> – includes social policies, agency system, human behavior, dynamics of families, professional role, engaging clients, linking assessment to plan for intervention	2 semesters		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Field Education for Management and Community Organization</b> – includes social and power structures, knowledge of agency, management functions, establishing effective working relationships, constructive use of self awareness in practice and supervision	2 semesters		MSW/BSW students

<sup>4</sup> Field instruction occurs at the University and in local departments.

<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>BSW – Foundation Courses</b>		University of Maryland, Baltimore  University of Maryland, Baltimore County  Salisbury University  Morgan University	
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Information Technology in Social Work</b> - beginning preparation is use of technology for communication, data collection and research in the field of social work	1 semester		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Social Welfare, Social Policy &amp; Social Work I</b> – overview of the relationship of the social welfare system, social policies, prepares beginning practitioner with an awareness of the range and complexity of problems addressed by the social welfare system	1 semester		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Social Welfare, Social Policy and Social Work II</b> – enables students to understand how social policy decisions impact on social work practice, prepares students to function as competent practitioners in the policy making and analysis process	1 semester		MSW/BSW students
<b>Title IV-E Education for Public Child</b>	<b>Policy, Programs &amp; Services for Children &amp; Families in Child Welfare</b> - explores problems and issues affecting children and	1 semester		MSW/BSW students

<b>Welfare (MSW/BSW) Degree Program</b>	families from a historical and practice perspective with specific focus on child maltreatment			
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Human Behavior in the Social Environment I</b> - human development and social functioning, understanding how race, ethnicity, culture, gender and socioeconomic factors contribute to and influence personal development and social functioning and family systems	1 semester		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Human Behavior in the Social Environment II</b> - life span overview, issues and life events significant to social work practice, including teen pregnancy/parenthood, suicide, crime & delinquency, serious mental illness, chemical/substance abuse, changing family constellations	1 semester (required)		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Social Work Methods I – Introduction to Generalist Social Work Practice</b> – designed to help students develop practice skills particularly in the area of client intake and engagement, data collection, roles and responsibilities needed in the field practicum and in professional practice	1 semester		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Social Work Methods II – Generalist Social Work Practice with Individuals</b> – focuses on the common knowledge, values and skills which underlie social work practice with diverse client systems	1 semester (Required – must be taken concurrently with the first		MSW/BSW students

		semester of field work)		
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Social Work Methods III – Selected Intervention Strategies, Research, and Intervention</b> – expands on I and II to increase student’s skills in using the common elements of social work practice with client systems of various sizes	1 semester (Required – must be taken concurrently with Field Instruction II)		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare (MSW/BSW) Degree Program</b>	<b>Social Welfare and Social Policy</b> – introduces conceptual approaches to policy analysis and assesses selected social policies, programs and services	1 semester (required)		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>MSW Foundation Courses</b>		University of Maryland, Baltimore  Morgan University	
<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>Social Work Practice I Social Work Practice II</b> - these courses teach a generic model of social work practice; practice is taught with individuals, groups, families, communities and organizations	1 semester each (Required with Foundation Field Instruction )	University of Maryland, Baltimore  Morgan University	MSW/BSW students

<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>Human Behavior and Social Environment I &amp; II</b> – includes theories of human behavior, including pathological processes applicable to individuals, organizations; includes impact on individual’s lives	2 semesters		MSW/BSW students
<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>Advanced Curriculum Courses</b>		University of Maryland, Baltimore	MSW/BSW students (required courses)
<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>Children and Social Services Policy</b> – presents in-depth the current situation in social services for children; includes consideration of social services system for children and families of diverse identities	1 semester		
<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>Research in Child Welfare</b> – focuses on the evaluation of interventions in child welfare with particular emphasis on adoption and foster care	1 semester		
<b>Title IV-E Education for Public Child Welfare Program (MSW/BSW Degree Program)</b>	<b>Clinical Practice with Families and Children in Child Welfare</b> – focuses on the characteristics, strengths and service needs of families and children in the child welfare system; examines issues and builds practice skills related to family support	1 semester		

<b>Program)</b>	services, child maltreatment and permanency planning			
<b>Foster/Adoptive/ Kinship Parent Training<sup>5</sup></b>	<b>Title IV-E Activity: Training for Foster/Adoptive/Kinship parents to strengthen their skills and support the safety and well being of children in their care</b>		Local Department staff and Foster Parent Trainers  Statewide	
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Access to Mental Health Services</b> – This training is intended to assist those individuals working with clients who have mental health diagnosis or needs and is designed to teach strategies to help clients secure needed services. The training includes an overview of relevant laws, appropriate educational services, and eligibility requirements for individuals with disabilities.	3 hours		Foster Parents, Child Welfare Caseworkers and Supervisors
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Family Centered Based Practice: What it Means to Foster Parents</b> – presents key concepts, values, principles and outcomes of FCNB, day to day strategies needed	3 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Access to Special Education</b> – This training is focused on issues around eligibility for special education services. Specific qualifying disabilities are identified and explained. The training also includes roles of various agencies in the process of gaining access to special education services	3 hours		Foster parents, Child Welfare Caseworkers and Supervisors.

<sup>5</sup> Workshop offerings vary quarterly.

	for clients in child welfare			
<b>Foster/Adoptive/ Kinship Parent In- service Training</b>	<p><b>Understanding the IEP Process</b></p> <p>Learn how to navigate the educational system to advocate for children in order to maximize learning potential and assess needs for accommodations in the IEP team meeting. Participants will learn about the special education process and enlist the help of the support team and to identify appropriate resources. The trainer will review the psychological and educational testing process and help in interpreting typical test results.</p>	3 hours		Foster parents, Child Welfare Caseworkers and Supervisors.
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<p><b>Working with Sexually Diverse Youth</b></p> <p>This training explores the broad range of sexual diversity including: homosexuality, bisexuality, and gender identity. In addition to discussion and other interactive activities, local resources for youth and professionals will be identified.</p>	3 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<p><b>Loss and Grief</b></p> <p>Children and youth in foster care have experienced many losses and broken attachments. The loss of family origin, the loss of placement, the loss of personal items, the loss of community origin, the loss of friends, death of loved ones, the loss of pictures and more. With each loss, the children and youth journey through the process and stages of grief. The trainer will teach participants about the importance of</p>	3 hours		Foster Parents

	attachment and help participants understand the process of grief.			
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Sexually Transmitted Infections &amp; Answering Difficult Questions-</b> info how to enhance the communication and messaging skills as they relate to sexuality issues and sexually transmitted infections..	3 hours 6 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Attention Deficit Hyperactivity Disorder</b> – includes the psychological differences in the development of brains with and without ADHD	3 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Transition to Independent Living Skills</b> – includes key qualities of successful youth, key issues for adults to understand, teach and model	3 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Keeping Your Baby Safe</b> – info on the hazards of sleeping with the baby, safe sleep environment for babies, and safety precautions around the house.	3 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-service Training</b>	<b>Working with Aggressive &amp; Impulsive Youth</b> – info on how to identify strengths and build resources to serve kids using aggressive and impulsive behaviors to get their way.	3 hours		Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service</b>	<b>Foster Care 101: Fostering Successful Placements-</b> strategies to promote placement success, prevent placement	3 hours	University of Maryland, School of Social Work	Foster Parents

<b>Training</b>	disruption, & encourage teaming with the agency worker and birth families. Participants will review and gain knowledge about agency documents, foster care payment foster care policies and mandates.			
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: The Saddest Song Teens, Suicide and The Developing Brain-</b> info how the adolescent brain develops and functions in regard to depression and suicidal behavior.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Child Abuse &amp; The Brain-</b> key discoveries in neuroscience have revealed a more comprehensive and sophisticated understanding of the impact of child abuse on the developing brain.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Contraception &amp; Sexually Transmitted Infections (STI)-</b> info on most up-to-date information about birth control in the United States and to identify contraceptive methods currently approved by the U.S. Food & Drug Administration, explain how each method prevents pregnancy (and sexually transmitted infections).	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: The Digital Underground</b> – info on texting, sexting, Internet safety, laws and lingo.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Discipline: Behavioral Support Management &amp; Techniques-</b> info on strategies and techniques to help children learn appropriate behaviors, self-control, accountability, mutual respect and to make good choices.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent</b>	<b>Understanding &amp; Parenting an Attachment Disordered Child</b> – info on	3 hours	University of Maryland, School of	Foster Parents

<b>In-Service Training</b>	attachment styles, the characteristics of each style, how attachment disorders develop, and strategies for creating an environment that will promote healing and provide secure attachment for the child.		Social Work	
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Working with Sexually Diverse Youth (GLBTQ): Creating Safe Spaces-</b> explore the broad range of sexual diversity including: homosexuality, bisexuality, and gender identity.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Infant, Child, Adult CPR-</b> provides training for use with adult, infant and child victims in a variety of emergency situations. Participants will learn skills to include performing rescue breathing, clearing an obstructed airway, and performing one-rescuer CPR	3 hours 7.5 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Foster Care 101: Life Books-</b> info on life books & journaling as effective tools for building self-esteem and helping them cope with their past and present circumstances	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Post Traumatic Stress Disorder (PTSD): PTSD in Children &amp; Adolescents: Help Survivors Become Thrivers-</b> addresses & defines PTSD & how to identify it in children and adolescents, how trauma impacts children with issues and behaviors identified, how to effectively & safely parent a traumatized child who has experienced emotional, physical, sexual, situational trauma.	3 hours	University of Maryland, School of Social Work	Foster Parents

<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Fire Setting Behaviors</b> - info on how to develop positive behavior interventions and the warning signs of fire setting behavior.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Depression in Children and Adolescents</b> info on signs of depression, understand its effects on children and adolescents, and become familiar with treatment..	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Youth Gang Awareness in Maryland</b> -provide information regarding the history of gangs, gang culture, why some youth join gangs, some things that youth are exposed to that promote the THUG and gang mentality as well as the media influences	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Answering Difficult Questions and Addressing Challenging Issues with Youth</b> - info on enhancing the communication and messaging skills as they relate to sexuality issues and sexually transmitted infections.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Parenting the Sexualized Child and Adolescent: Compassionate Interventions</b> - info normal sexual development and the 4 groups of sexual behaviors ranging from normal sexual curiosity to sexual offending behaviors.	3 hours	University of Maryland, School of Social Work	Foster Parents

<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>2011 Tax Season: Federal Tax Benefits for Foster, Adoptive and Kinship Providers-</b> info on tax benefits available to foster parents, adoptive parents and kinship caregivers	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: 21st Century Bullying</b> - info on parenting strategies for the new age of bullying that has resulted in a child getting bullied every 7 minutes.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>The Digital Underground: The Secrets of Cyberspace-</b> info on the significance about sexting, texting and cyberspace while developing strategies to communicate phenomenon with caregivers and parents.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Cultural Competency: Being Culturally Competent in an Age of Bagging Pants, Facebook Pages and iPods!</b> - info on definitions and insights into cultural competent practice as it relates to fostering children in care and the needs of a child before offering strategies for supporting a child's cultural development.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Working with Cognitive &amp; Behaviorally Challenged Adolescents-</b> info on understanding behavior and its causes, effective behavior management strategies for both home and school, but also provide a basic understanding of how attachment and motivation impact behavior	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Attachment: Understanding and Parenting an Attachment Disordered Child-</b> examine attachment styles, the characteristics of each style, and how	3 hours	University of Maryland, School of Social Work	Foster Parents

	attachment disorders develop; strategies for creating an environment that will promote healing and provide secure attachment for the child.			
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Foster Care 101: I'm a Resource Parent, Now What-</b> the nuts and bolts of the foster care system from understanding policies to child development issues. Topics will include attachment, grief and loss, and strategies for helping families prepare for transitions.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: The Challenging Adolescent: Understanding Their Behavior in Order to Safeguard YOUR Sanity-</b> info on understanding behavior and its causes, effective behavior management strategies for both home and school, but also provide a basic understanding of how attachment and motivation impact behavior	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Prenatal Substance Exposure &amp; Fetal Alcohol Syndrome: Prevalence, Effects &amp; Strategies-</b> info on the prevalence and effects of prenatal substance exposure and fetal alcohol syndrome; strategies for working with these infants and children as well as for working with birth parents who have a history of addiction.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Foster Care 101: Court Lingo-</b> help participants understand the purpose of the court hearings and the legal terminology; strategies on ways to help the child and family better prepare for court.	3 hours	University of Maryland, School of Social Work	Foster Parents

<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Foster Care 101: Knowing Your Foster Parent Rights, Exercising Your Responsibilities</b> -address expectations of the resource parents, strategies for teaming and provide information on supports for resource parents. Participants will learn ways to advocate for the child education and medical needs	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>GLBTQ: Working with Sexually Diverse Youth</b> – info on the broad range of sexual diversity including: homosexuality, bisexuality, and gender identity and learn ways to support GLBTQ youth.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Lying: Don't "Throw the Baby Out with the Bathwater!"</b> - info on understanding fabrication by finding and using what lies beneath the lie for more effective fostering with troubled children.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Teen Care: Parenting Kids with Bipolar Disorder</b> – info on how Bipolar Disorders appear in children. Pragmatic and creative parenting interventions will be discussed from both clinical and personal experience.	3 hours	University of Maryland, School of Social Work	Foster Parents
<b>Foster/Adoptive/ Kinship Parent In-Service Training</b>	<b>Discipline: Behavioral Support Management &amp; Techniques</b> - info on strategies and techniques to help children learn appropriate behaviors, self-control, accountability, mutual respect and to make good choices and empathetic towards biological parents, by experiencing the challenges faced when their children are removed from their care.	3 hours	University of Maryland, School of Social Work	Foster Parents

<b>DHR Work Study Program (BSW)</b>	<b>Social Work Seminar –</b> Courses to integrate classroom and field experience	1 Semester		
<b>DHR Work Study Program (BSW)</b>	<b>Internship in Social Work –</b> semester of full-time generalist social service activity	2 semesters		
<b>DHR Work Study Program (BSW)</b>	<b>Social Work Methods I –</b> Introduction to Practice - provides knowledge, skills needed for beginning field practice	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Contemporary Issues, Theories and Social Work Practices in Aging –</b> provides an understanding of the social issues, trends, policies and services affecting older people and their families  <b>Sociology of Later Life</b>	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Social Work and Health Care –</b> examines social work practice and policy in the health care system	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Women and Social Policy –</b> explores the impact of social welfare programs and policies on women	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Strengthening Family Structure –</b> covers family structure and its functioning in American society  <b>Marriage and Family Relationships</b>	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Seminar on AIDS for Health and Social Service Providers and Administrators –</b> approaches the multitude of needs created by the HIV epidemic from various perspectives	1 semester		

<b>DHR Work Study Program (BSW)</b>	<b>Addictive Behaviors Patterns</b> – provides an overview of the major issues related to addictive behavior patterns	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Social Work Methods I</b> – Introduction to Practice – provides knowledge skills and values needed for beginning social work practice	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Social Work Research</b> – course deals with problem formulation, data collection and analysis and presentation of findings and conclusions / Basic Research Methods/ Social Work Research I	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Field Instruction I</b> – students are assigned to a social service agency and participate in social work  <b>Social Work Practice I</b>	2 semesters		
<b>DHR Work Study Program (BSW)</b>	<b>Social Work Methods II</b> – A Generalist Approach to Practice – presents a conceptual framework of social work intervention and covers the common elements of social work practice	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Field Instruction II</b> – students continue participation in social work with increased practice responsibility (UMBC)  <b>Social Work Practice II</b>	2 semesters		
<b>DHR Work Study Program (BSW)</b>	<b>Social Work Methods III</b> – this course emphasizes change strategies that pertain to families  <b>Social Work Practice III</b>	1 semester		

<b>DHR Work Study Program (BSW)</b>	<b>Independent Study</b> – presents an opportunity for in-depth study of a particular social welfare or social work problem	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Special Topics In Social Work</b> – either a practicum to develop social work skills, or a content oriented seminar to explore topics relevant to social work	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Advanced Field Experience In Social Work</b> – continuing participation with increased practice responsibility	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Professional Issues Seminar</b> – provides graduating social work majors with an opportunity to increase mastery and integration of practice	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Statistics for Social Science</b> – study of social scientific applications of univariate, bivariate and multi-variate statistical techniques	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Basic Research Methods-</b> Techniques of research design: testing hypotheses, data collection, statistical analysis	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Foundations for Generalist Practice</b> – Basic procedures in social work	1 semester		
<b>DHR Work Study</b>	<b>Generalist Practice with Individuals and</b>	1 semester		

<b>Program (BSW)</b>	<b>Families</b> – beginning theories and techniques of social work intervention			
<b>DHR Work Study Program (BSW)</b>	<b>Generalist Practice with Communities and Organizations</b> – Advanced theories and techniques of social work intervention	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Generalist Practice with Groups</b> – study of interpersonal dynamics that occur in a broad range of groups including support groups, interdisciplinary teams, social action groups	1 semester		
<b>DHR Work Study Program (BSW)</b>	<b>Readings in Social Work – Professional</b> capstone course to integrate classroom and field experience	1 semester		
<b>DHR Work Study Program (MSW)</b>	The purpose of this program is to increase the number of Child Welfare Caseload Staff in DHR’s Local Departments of Social Services.		University of Maryland, Baltimore (UMB)  Morgan University (MU)  Delaware State University (DSU)  Catholic University (CUA)  West Virginia University - Eberly College of Arts and Sciences (WVU)	

			Widener University (WU)	
<b>DHR Work Study Program (MSW)</b>	<b>Social Work Practice I &amp; II-</b> teach a generic model of social work practice with individuals, groups, families, communities and organizations	1 semester		
<b>DHR Work Study Program (MSW)</b>	<b>Social Welfare and Social Policy</b> – provides understanding and appraisal of social welfare policies and programs; introduces conceptual approaches to policy analysis, assesses selected social policies  <b>Social Welfare and Urban Economics</b>	1 semester		
<b>DHR Work Study Program (MSW)</b>	<b>Foundation Field Instruction I &amp; II-</b> provides the framework for knowledge and skill development through immediate application of theoretical knowledge presented in the classroom to real situations	1 semester		
<b>DHR Work Study Program (MSW)</b>	<b>Human Behavior and Social Environment I &amp; II</b> – includes theories of human behavior, including normal pathological processes applicable to individuals, families, formal organizations, communities  <b>Advanced Human Behavior in the Social Environment</b>	1 semester		
<b>DHR Work Study Program (MSW)</b>	<b>Social Work Research</b> – course is concerned with the identification and	1 semester		

	formulation of practice research problems, including various design strategies and techniques for gathering and analyzing data			
<b>DHR Work Study Program ( MSW)</b>	<b>Social Work and the Law</b> – introduction to the structure and operations of the legal system as it affects social work practice  <b>Child Welfare and the Law</b>	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Mental Health and Social Policy</b> – course examines the growth of community health in the US and its relationship to sociological and psychological approaches to various communities and cultural groups	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Legislative Process in Social Welfare</b> – provides an understanding of American legislative processes with particular reference to the social welfare policy formations system	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Social Policy and Health Care</b> – course is designed to prepare students to assess and understand the impact of American medical and health service programs and policies on human well-being	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Children and Social Policies</b> – presents in depth the current situation in social services for children as well as historical perspective on the development of our society’s perception of children’s needs	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Substance Abuse and Social Policy</b> - provides a comprehensive survey of major policies, regulations and programs	1 semester		

	<p>pertaining to alcohol and other drugs in the US</p> <p><b>Chemical Dependency and Community Violence</b></p>			
<b>DHR Work Study Program ( MSW)</b>	<b>Community Organization</b> – provides traditional and African centered planned change approaches to communities, organizations, policies and practices	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Program Development</b> – provides an opportunity to apply and synthesize content from the curriculum by focusing on the creative process of conceptualizing, planning, budgeting and finding resources to develop and measure the effectiveness of a program	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Policy Practice</b> – application of policy frameworks for analysis, formulation and use of policy research to inform advocacy skills and influence planned change	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<p><b>Human Services Management</b> – addresses knowledge and history, theoretical frameworks for managing human service organizations</p> <p><b>Organizational Policy &amp; Leadership in Human Services</b></p>	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Resource Development</b> – course focuses on applied strategic thinking using knowledge and skills in financial management, in securing and allocating resources	1 semester		

	<b>Neighborhood Advocacy and Development</b>			
<b>DHR Work Study Program ( MSW)</b>	<b>Macro Practice: Assessment and Intervention Strategies with Communities and Organizations-</b> aids the practitioner in assessing, strategizing and intervening in community and organizational contexts	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Systems Analysis</b> – examines non-profit organizations as systems, assess and applies organizational development strategies to improve or design alternative approaches	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Psychopathology</b> – designed to prepare social workers to understand and address a wide range of psychiatric disorders and maladaptive behaviors	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Intervention Planning and Strategies</b> – develops a knowledge of social treatment theory and process for practice at the individual level	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Intervention Planning with selected Clinical Problems</b> – develops a knowledge of social treatment theory and process for practice at the individual level with emphasis in selected clinical syndromes	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Field Practicum I – IV</b> – students work in supervised social work setting	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Sociocultural Dimensions of Social Work</b> – focuses on the social and cultural factors that influence our values, perception of	1 semester		

	difference and behavior			
<b>DHR Work Study Program ( MSW)</b>	<b>Social Work Practice with Families</b> – introduces a systematic framework with emphasis on the ecosystemic, psychodynamic, Bowenian, narrative, communication and solution focused models of family treatment	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Research and Urban Social Problems</b> – This course is designed to prepare students with the knowledge, ethics, and skills for effective status of child welfare policies, the service continuum provided to families and children, and the socio-cultural context of child welfare practice. Emphasis will be placed poor, urban, and African American families and communities.	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Life Course Development and Issues</b> – This course examines the major social science theories that inform the social work profession’s understanding of human behavior from a social systems perspective.	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Urban Organizations, Neighborhoods and Communities</b> – This course emphasizes several aspects of macro practice within an ecological perspective. Students learn how to assess characteristics, dynamics, strengths, and problems of human service and community-based organizations, service delivery systems and urban communities.	1 semester		
<b>DHR Work Study Program ( MSW)</b>	<b>Urban Child Welfare</b> – This course is designed to prepare students with the knowledge, ethics, and skills for effective practice in the field of urban child welfare.	1 semester		

<b>DHR Work Study Program ( MSW)</b>	<b>Diversity in a Multicultural Society</b> – The course will present a solid theoretical foundation regarding the importance of understanding diversity, discrimination, oppression, power and privilege, and stigma and inequality in the day-to-day realities of people’s lives.	1 semester		
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