

THE DEPARTMENT OF CHILDREN AND FAMILIES ACADEMY FOR COMMUNITY PARTNERS



SPRING CATALOG
APRIL- JUNE 2024



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(PLEASE CLICK THE COURSE TITLES TO REGISTER)

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Child Trafficking: What It Is? How to See It? And How to Respond to It?	6/4 & 6/5/24
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Infant Care and Child Development	6/12/24
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Engaging Fathers and Other Men Who Use Violence	6/14/24
Worker Safety and Well Being	6/20/24
Mindfulness: The Practice of Being Present	6/21/24
Poverty is Not Neglect *****	6/27/24



GENERAL INFORMATION

Logging on to the Webinar

Microsoft Teams and Zoom will be utilized to conduct the DCF webinars.

For directions in how to download ZOOM, please [click here](#).

When you register, you will receive an automatic confirmation email with the link for the webinar.

Certificate Requirements

The number of credits awarded by the NASW for continuing education purposes are identified within the course description. In situations where applications are in process, but not yet approved by the NASW, the notation is 'pending'.

Non-DCF staff must indicate to the trainer that they are interested in the CEU hours and certificates will be emailed to you within **45 days** after the training is complete.



GENERAL INFORMATION

ATTENDANCE

TRAININGS RECOMMENDED FOR PARENTS ARE IDENTIFIED BY ASTERISKS*****

Participants' Responsibility

It is expected that participants will demonstrate dependability by logging onto training on time, returning from breaks on time, and completing the full training class. Tardiness shall only be excused in the event of an emergency with approval from supervisory staff.

Academy Responsibility

The Academy reserves the right to:

- * deny admission to a participant who is late for a training by removing this participant from the classroom or webinar. If a CWT does remove a participant, the CWT will notify that participant's supervisor regarding this event by the end of the day.
- * request participants to turn on their web camera.
- * mark a participant "unsuccessful" if they leave a training early, log out of the webinar early without permission or appear to not be actively involved in the webinar session.

Priority Seating/Placement

In the event a course is full, the DCF Academy reserves the right to prioritize seating for DCF staff whose job responsibilities are most closely related to the course topic.

Parking DCF Academy – Central Office, Hartford Location

Unless specifically notified by the AWD, all persons attending training at the DCF Academy in Hartford must park in the Hudson Street Parking.

Parking SOTA Academy – 1 Long Wharf, New Haven Location

Unless specifically notified by the AWD, all persons attending training at the SOTA Academy in New Haven can park in the lot on site in any unmarked spots.

Entrance to the Building

All persons entering the building must present a photo ID to the Security Guard.

Disability Accommodations

If you need ADA Accommodations, please notify the Human Resources Division in writing. The Human Resources Division must have at least a 24-hour notice.

APRIL 2024



QUALITY PARENTING INITIATIVE (QPI) 101

April 2, 2024 | 9am-12pm | ZOOM | No CEC's
Raenette Riddick, Carleen Chisholm

QPI, the Quality Parenting Initiative, is a national movement for foster care change, made up of a network of states, counties and private agencies committed to ensuring that all children in care have excellent parenting and lasting relationships so they can thrive and grow.

QPI is built on the belief that excellent parenting with strong, positive relationships is the best intervention we can offer children to enable them to heal as they grow up to

become adults. Creating a system that ensures excellent parenting requires the support and involvement of birth families, relative caregivers, foster families, young people, and others in the child welfare system.

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ASSESSING AND RESPONDING TO CANNABIS LEGALIZATION

April 3, 2024 | 9am-12pm | ZOOM | 3 CEC's
Adina Ghanooni-Breau, Greg Curtiss

Participants will gain a better understanding of recent legalization of Cannabis, and the impact to case practice. Current information on cultivation, potency, and usage methods will be reviewed. This discussion-based training will include learning about the

impact these changes have on child protection and parenting as a whole.

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TRAUMA AND DE-ESCALATION

April 4, 2024 | 9am-11am | ZOOM | No CEC's
Raenette Riddick

The purpose of this training is to raise the awareness of DCF credentialed providers regarding recognizing the relationship between a child's lifetime trauma history and their behaviors.

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APRIL 2024



MINDFULNESS: THE PRACTICE OF BEING PRESENT

April 5, 2024 | 1pm-4pm | ZOOM | No CEC's
Colleen Drummond

From Merriam Webster Dictionary: Mindfulness - "the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis" In this course, we will explore the definition of mindfulness and delve into the benefits of developing a mindfulness practice. We will learn about the Buddhist roots of mindfulness and how it became a secular wellness strategy in the United States. In this course, we will explore the use of mindfulness in therapeutic modalities. We will also learn and practice several different mindfulness activities that can be easily incorporated into our busy and stressful DCF lives!

[CLICK HERE TO REGISTER](#)



ABCD CHILD SAFETY PRACTICE MODEL

April 10, 2024 | 9am-11:30am | ZOOM | 2.5 CEC's
Raenette Riddick

This course will orient participants to the DCF Safety Practice Model, and how to utilize the associated Discussion Guides and Practice Profiles. Upon completion of the course, participants will understand the primary objectives of the model, be able to identify the eight guiding practice commitments, and understand the A-B-C-D paradigm and other key features. Recorded video, narrated power point, discussion questions, case vignettes, and structured transfer of learning activities will be utilized to engage participants and develop skills.

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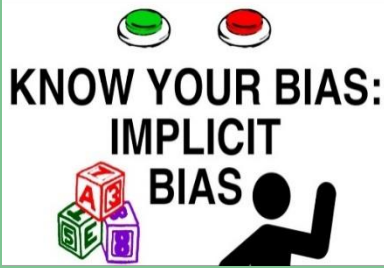
UNIQUE DYNAMICS OF KINSHIP

April 12, 2024 | 9am - 4pm | ZOOM | 6 CEC'S Pending
Raenette Riddick

At the national and state level there is increasing recognition of the importance of safe family relationships to ensure children's success and well-being. Recognizing the critical role family plays, child welfare systems must strive to identify, locate, and engage kin to support children at all stages of the casework process. This training addresses the benefits of kinship care and the unique challenges of preparing and supporting kin caregivers and family members in providing permanency. Skills demonstration and kinship case examples will be used to assist participants in applying key best practice approaches and strategies. Special topics include differences between kinship care and unrelated foster care and the critical role of the caseworker in engaging the kinship triad in achieving permanency.

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APRIL 2024



IMPLICIT BIAS

April 16, 2024 | 9am-12pm | ZOOM | 3 CEC's (✓cc requirement)

Raenette Riddick

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. The goal of this training is to learn about implicit bias and to measure our implicit bias based on race, religion, gender, and a vast array of other areas.

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INFANT CARE AND CHILD DEVELOPMENT

April 17, 2024 | 9am-11am | ZOOM | No CEC's

Raenette Riddick

As children grow physically, they also develop in their knowledge, skills, and behaviors. This 2-hour virtual course gives some basic development and infant care tips in learning more about how children grow and develop.

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UNDERSTANDING OUR WORK WITH CHILDREN AND FAMILIES WITHIN THE DEAF AND HARD OF HEARING POPULATION

April 19, 2024 | 9am - 12pm | ZOOM | 3 CEC's (✓cc requirement)

Colleen Drummond, Alvin Chege

Social work staff have a legal and ethical obligation to address the needs of diverse clients through nondiscriminatory and culturally competent lens. This 3-hour interactive webinar was crafted to support staff in developing and/or boosting an awareness on the specialized needs related to work within the Deaf and Hard of Hearing Population. This training will also include a subject matter expert to provide a deeper understanding on the Deaf and Hard of Hearing community.

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APRIL 2024



ADVANCING ANTI-RACISM IN CHILD WELFARE

April 19, 2024 | 9am-1pm | ZOOM | No CEC's

Raenette Riddick

To provide participants with a shared language and understanding of how to move towards anti-racist practices; to develop an understanding of privilege and implicit bias and discuss strategies for engaging in facilitating difficult race discussions.

[CLICK HERE TO REGISTER](#)



QUESTION, PERSUADE, REFER (QPR)

April 23, 2024 | 1pm-4pm | Central Office | No CEC's

Raenette Riddick

QPR is a suicidal thinking, behavior, attempts prevention training for participants to be able to recognize the warning signs of Suicidal Thinking, Behavior, Attempts and question, persuade, and refer people at risk for Suicidal Thinking, Behavior, Attempts for help. QPR training teaches participants to:

- Recognize the warning signs of

- Ask tough questions and offer hope.
- Get help and save a life.

The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical, and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know.

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POVERTY IS NOT NEGLECT

May 1, 2024 | 9am-4pm | ZOOM | No CEC's

Carleen Chisholm, Raenette Riddick

Poverty is a risk factor for child neglect, but poverty does not equal neglect. Poverty can make it more difficult for parents to meet their children's needs. However, poverty alone does not mean a child is unsafe, unloved, or that a parent lacks the capacity to care for their child.

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MAY 2024



TEACHING AND SUPPORTING SELF-REGULATION FOR YOUNG CHILDREN BIRTH TO AGE FIVE

May 2, 2024 | 9am-12pm | ZOOM | 3 CEC's

ECCP Caroline Finley, Shari Konn, Stephanie Haines, Rebecca Gardner

This training will explore the importance of social emotional regulation in young children birth to age five. This is a skill which is learned over time. To build their success in self-regulation, young children need to be given opportunities to learn.

Children must learn what emotions are, what is acceptable behaviors and learn to be empathetic to others. This training will help the attendee understand the long-term impact of these skills for the children as they age. There will also be various social emotional resources that will be shared during this training to help support the early childhood provider to support children in their care.

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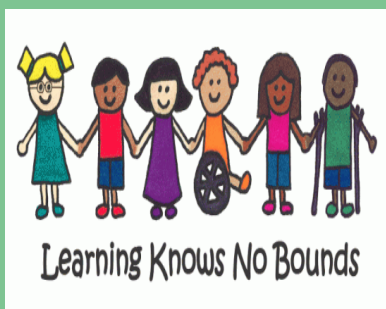
TRAUMA AND DE-ESCALATION

May 3, 2024 | 9am-11am | ZOOM | No CEC's

Raenette Riddick

The purpose of this training is to raise the awareness of DCF credentialed providers regarding recognizing the relationship between a child's lifetime trauma history and their behaviors.

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WHAT YOU NEED TO KNOW ABOUT SERVING CHILDREN WITH DEVELOPMENTAL DISABILITIES WITHIN CHILD PROTECTION

May 3, 2024 | 9am-4pm | Central Office | 6 CEC's

Colleen Drummond, William Seals

The purpose of this course is to enhance participant's capacity to engage, assess, advocate, and ensure appropriate service provision for Children with Developmental Disabilities and their families. Participants will strengthen their understanding and

language regarding Developmental Disabilities while exploring their own implicit biases regarding persons living with disabilities. Specific Laws and Policies will be reviewed that will help Participants advocate for this vulnerable population. Participants will learn about the prevalence of Developmental Disabilities and how that impacts Child Welfare and their daily case practice. To enhance interview and assessment skills, Participants will be provided with techniques for interviewing children with Developmental Disabilities and will have an opportunity to practice these skills through case study, role play and processing. This course offers a multi-media experience offering a combination of live presentation, videos, personal and shared experiences to promote conversation, learning and skill building around this growing population. Participants will leave with a deeper understanding of the 4 most common Developmental Disabilities encountered in Child Protection, interview skills based on abilities, as well as concrete tools and resources.

[CLICK HERE TO REGISTER](#)

MAY 2024



FIRST AID/ CPR ADULT, CHILD, AND INFANT AED

May 7, 2024 | 9am-4pm | CJTS | No CEC's

Raenette Riddick, Lindy O'Brien

The purpose of this class is to provide any non-medical individual with the necessary skills to recognize an emergency, perform rescue breaths and chest compressions, apply the Automated External Defibrillation machine to ensure an open airway, help a choking individual and the proper utilization of personal protective equipment. It also provides participants with basic first aid skills to

recognize, assess and prioritize the need for aid. Participants will learn to recognize an emergency, ensure personal safety is maintained when deciding to help. Participants will understand the concept of SETUP. (Stop, Environment, Traffic, Unknown Hazards, and Personal Safety).

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SOCIAL EMOTIONAL AND BEHAVIORAL MILESTONES FOR CHILDREN BIRTH TO AGE FIVE

May 7, 2024 | 9am-12pm | ZOOM | 3 CEC's

Mary Diamond, Alyssa McGhee, Samantha West

This training will explore the social emotional & behavioral milestones for children and the effects of the COVID-19 Pandemic on the various typical and atypical

developmental milestones of children up to five years old. Typical development will be discussed, as well as challenges within families and early childhood programs who may have dealt with increased stressors, less peer interactions and some children not having the social interactions due to center closures and isolation at the beginning of the pandemic. This training will also provide social workers with the resources and strategies to help support caregivers of young children as they provide the support to the children in their care.

[CLICK HERE TO REGISTER](#)



ABCD CHILD SAFETY PRACTICE MODEL

May 8, 2024 | 9am-11:30am | ZOOM | No CEC's

Raenette Riddick

This virtual course will orient participants to the DCF Safety Practice Model, and how to utilize the associated Discussion Guides and Practice Profiles. Upon completion of the course, participants will understand the primary objectives of the model, be able to identify the eight guiding practice commitments, and understand the A-B-C-D

paradigm and other key features. Recorded video, narrated power point, discussion questions, case vignettes, and structured transfer of learning activities will be utilized to engage participants and develop skills.

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MAY 2024



WORKER SAFETY AND WELL BEING

May 15, 2024 | 9am-11am | ZOOM | No CEC's
Raenette Riddick

It is important to understand the need to be safe in any situation. There are potential safety issues inherent with this job. There can be safety concerns in our client's home and within the office environment. This training should provide you with skills that you can use to effectively deal with crisis and make you aware of safety concerns.

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THE POWER OF WORDS: THE LONG-TERM IMPLICATIONS

May 16, 2024 | 9am-4pm | Central Office | 6 CEC's
Shaneka Hernandez, D'Oyen Barrett, Marc Williams

The words we choose and how we use them can build others up or tear them down; bring the community together or rip it apart. In this training, participants will explore how types of racial discrimination, and specifically those enacted through generalized statements, impact the lives of families of color and provide hands-on knowledge and strategies to approach, address, and intervene when such acts are

present.

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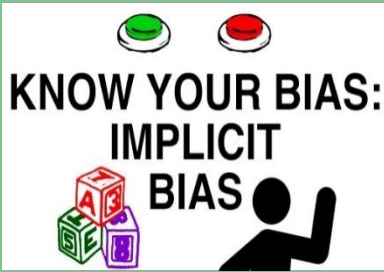
THE EFFECTS OF PARENTAL INCARCERATION ON YOUNG CHILDREN BIRTH TO AGE 5

May 22, 2024 | 9am-12pm | ZOOM | 3 CEC's
ECCP: Kristin Lariviere, Maria Santos, Linda Flach

This training will explore the immediate effects and long-term impact of parental incarceration in young children. Discussions and material will include ways to support children before, during and after visits. Using a variety of media, attendees will gain insight and be given practical strategies to use for effective planning around visitation. Participants will be able to identify the correlation between challenging behaviors and the visitation process. Participants will be able to describe the short-and-long term impact that parental separation may have on young children.

[CLICK HERE TO REGISTER](#)

MAY 2024



IMPLICIT BIAS

May 28, 2024 | 9am-12pm | ZOOM | 3 CEC's Pending (✓cc requirement)
Raenette Riddick

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. The goal of this training is to learn about implicit bias and to measure our implicit bias based on race, religion, gender, and a vast array of other areas.

[CLICK HERE TO REGISTER](#)



THE IMPORTANCE OF CREATING SUPPORTIVE RELATIONSHIPS FOR YOUNG CHILDBIRTH TO AGE FIVE

May 29, 2024 | 1pm-4pm | ZOOM | 3 CEC's
ECCP - Dionne Johnson, Melina Laboy, Ali Lacey

This training will explore the importance of creating supportive relationships for the child, which include during any child welfare investigations phases, post placement and amongst providers. Caring for young children can be challenging, particularly when they are going through the trauma of a child welfare investigation or even a removal from the home. Children's behaviors can be all over the place. Learning how to collaborate and work together can break down barriers to communication, bringing the caregivers together. Working together provides the consistency and support that children need to succeed.

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JUNE 2024

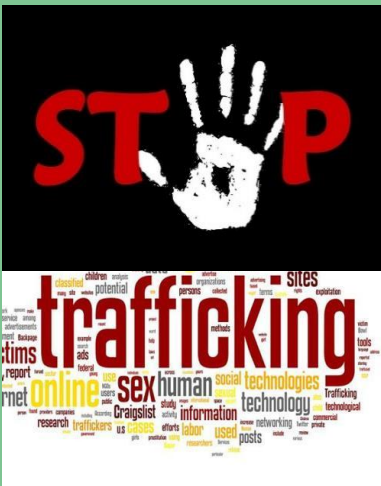


CPR RE-CERTIFICATION

June 4, 2024 | 9am-12pm or 1pm-4pm | CJTS | No CEC's
Raenette Riddick, Lindy O'Brien

For those previously certified through HSI and whose certification is not more than 30 days expired by the date of the training. (otherwise, the full day class is necessary) Recertification First Aid/CPR Adult, Child, and Infant/AED will provide any non-medical individual with the necessary skills to recognize an emergency, perform rescue breathes and chest compressions, apply the Automated External Defibrillation machine, ensure an open airway, provide assistance to a choking individual and the proper utilization of personal protective equipment. BASIC FIRST AID will provide any non-medically trained individuals with basic first aid skills to recognize, assess and prioritize the need for aid. Participants will learn to recognize an emergency, ensure personal safety is maintained when deciding to help. Participants will understand the concept of SETUP. (Stop, Environment, Traffic, Unknown hazards and Personal Safety).

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CHILD TRAFFICKING: WHAT IT IS, HOW TO SEE IT, AND HOW TO RESPOND TO IT - DAY 1 & 2

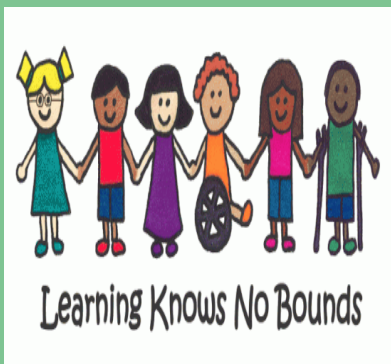
June 4 & 5, 2024 | 9am-4pm | Central Office | 12 CEC's (✓cc requirement)
Colleen Drummond, Gregory Curtiss

****Enrollment into the first class gets you automatically enrolled into the second training date****

This child trafficking curriculum will provide the fundamentals of both Child Sex and Child Labor Trafficking, as well as best practices in working with impacted youth and families. This training will occur over two days, three hours for each session. This course will help you to understand the dynamics of trafficking relationships that heighten barriers to disclosure; and to identify red flags for child trafficking, both overt and subtle signs in children and their families. This course will help you to gain skills to manage the complexities of a case involving child trafficking. Staff will participate in activities designed to develop engagement techniques with children and youth who may not be ready to accept help. Consideration will also be given to re-conceptualizing safety in a trafficking scenario and participants will explore the use of a safety contract with youth who are engaging in risky behavior. Finally, staff will be provided with information about trafficking-specific resources available to at-risk and confirmed victims.

[CLICK HERE TO REGISTER](#)

JUNE 2024



WHAT YOU NEED TO KNOW ABOUT SERVING CHILDREN WITH DEVELOPMENTAL DISABILITIES WITHIN CHILD PROTECTION

June 7, 2024 | 9am-4pm | ZOOM | 6 CEC's

Colleen Drummond, William Seals

The purpose of this course is to enhance participant's capacity to engage, assess, advocate, and ensure appropriate service provision for Children with Developmental Disabilities and their families. Participants will strengthen their understanding and language regarding Developmental Disabilities while exploring their own implicit biases regarding persons living with disabilities. Specific Laws and Policies will be reviewed

that will help Participants advocate for this vulnerable population. Participants will learn about the prevalence of Developmental Disabilities and how that impacts Child Welfare and their daily case practice. To enhance interview and assessment skills, Participants will be provided with techniques for interviewing children with Developmental Disabilities and will have an opportunity to practice these skills through case study, role play and processing. This course offers a multi-media experience offering a combination of live presentation, videos, personal and shared experiences to promote conversation, learning and skill building around this growing population. Participants will leave with a deeper understanding of the 4 most common Developmental Disabilities encountered in Child Protection, interview skills based on abilities, as well as concrete tools and resources.

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INTERSECTIONALITY: DISSECTING SOCIAL IDENTITY TO PRODUCE BETTER OUTCOMES FOR FAMILIES

June 11, 2024 | 9am-4pm | Central Office | No CEC's

D'Oyen Barrett, Gregory Curtiss

This training aims to provide participants with a deep understanding of intersectionality, its relevance in child protection, and practical strategies for incorporating intersectional perspectives into their work. It combines theoretical knowledge with interactive activities, case studies, and discussions to create a well-

rounded and impactful learning experience. In addition, staff will be provided with essential information that is needed when it comes to creating a diverse and inclusive workplace.

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INFANT CARE AND CHILD DEVELOPMENT

June 12, 2024 | 9am-12pm | ZOOM | No CEC's

Raenette Riddick



As children grow physically, they also develop in their knowledge, skills, and behaviors. This 2-hour virtual course gives some basic development and infant care tips in learning more about how children grow and develop.

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JUNE 2024



THE TRAUMA OF HOMELESSNESS: THE IMPACT ON VERY YOUNG CHILDREN AND FAMILIES

June 12, 2024 | 1pm-4pm | Central Office | No CEC's
Anne Giordano, MA Early Childhood Specialist

This training opportunity is for individuals who are seeking to broaden their knowledge on the topic of the impact of trauma and homelessness in early childhood. Training objectives are to • Understand the Relationship Between Homelessness & Trauma • Learn How Homelessness Impacts Attachment Relationships, Early Development & Learning • Understand the Definition of Homelessness & the Basics of the McKinney Vento Law • Learn Successful Strategies for Engaging Families.

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UNIQUE DYNAMICS OF KINSHIP

June 13, 2024 | 9am - 4pm | ZOOM | 6 CEC'S Pending
Raenette Riddick

At the national and state level there is increasing recognition of the importance of safe family relationships to ensure children's success and well-being. Recognizing the critical role family plays, child welfare systems must strive to identify, locate, and engage kin to support children at all stages of the casework process. This training addresses the benefits of kinship care and the unique challenges of preparing and supporting kin caregivers and family members in providing permanency. Skills demonstration and kinship case examples will be used to assist participants in applying key best practice approaches and strategies. Special topics include differences between kinship care and unrelated foster care and the critical role of the caseworker in engaging the kinship triad in achieving permanency.

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TRAUMA INFORMED STRATEGIES FOR SUPPORTING A YOUNG CHILD 0-5 DURING AN ACTIVE DCF INVESTIGATION

June 13, 2024 | 9am-12pm | ZOOM | 3 CEC's Pending
Rachel Sanborn

When child welfare is investigating a complaint of abuse or neglect in a family unit, chances are, that is just one more stressor that the family and child(ren) of the family may be experiencing. Typically, a family who comes into care has several different events or situations that can overwhelm them and their family unit. These stressors also impact children to be aware of how multiple and/or long-term stressors impact children's social emotional well-being in a variety of ways. The ACEs study will be reviewed. The attendees will also have an opportunity to learn about trauma informed care and strategies to support children and families in their care.

[CLICK HERE TO REGISTER](#)

JUNE 2024



ENGAGING FATHERS AND OTHER MEN WHO USE VIOLENCE

June 14, 2024 | 9am-2pm | ZOOM | 4 CEC's

Rachel Sanborn

This training will focus on engaging fathers and other men who use patterns of coercive control in their intimate relationships. Participants will discuss people who use violence. Participants will also discuss how the socialization of men impacts the use of violence in adulthood. Participants will ensure they are engaging with children in a safe manner accounting for their mental health needs. Also, during this course there will be an opportunity to practice and build skills around engaging fathers and other men who offend.

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WORKER SAFETY AND WELL BEING

June 20, 2024 | 9am-11am | ZOOM | No CEC's

Raenette Riddick

It is important to understand the need to be safe in any situation. There are potential safety issues inherent with this job. There can be safety concerns in our client's home and within the office environment. This training should provide you with skills that you can use to effectively deal with crisis and make you aware of safety concerns.

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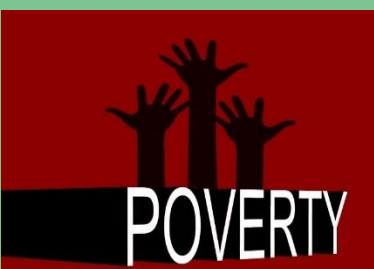
MINDFULNESS: THE PRACTICE OF BEING PRESENT

June 21, 2024 | 9am-12pm | ZOOM | No CEC's

Colleen Drummond

From Merriam Webster Dictionary: Mindfulness - "the practice of maintaining a nonjudgmental state of heightened or complete awareness of one's thoughts, emotions, or experiences on a moment-to-moment basis" In this course, we will explore the definition of mindfulness and delve into the benefits of developing a mindfulness practice. We will learn about the Buddhist roots of mindfulness and how it became a secular wellness strategy in the United States. In this course, we will explore the use of mindfulness in therapeutic modalities. We will also learn and practice several different mindfulness activities that can be easily incorporated into our busy and stressful DCF lives!

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POVERTY IS NOT NEGLECT

June 27, 2024 | 9am-4pm | ZOOM | No CEC's

Carleen Chisholm, Raenette Riddick

Poverty is a risk factor for child neglect, but poverty does not equal neglect. Poverty can make it more difficult for parents to meet their children's needs. However, poverty alone does not mean a child is unsafe, unloved, or that a parent lacks the capacity to care for their child.

[CLICK HERE TO REGISTER](#)

TEAM BUILDING, COACHING AND GROUP SUPERVISION



The Academy can offer professional coaching, integrated group supervision and team building. These sessions explore the essentials that team members and leaders need to understand for team success. Included in the session is discussion around the four stages of team development and how to understand and deal with different personalities on the team. Additionally, small group work identifies strengths and needs of the team. The results are developed into a plan of action and commitment based on personal ownership. ** To inquire about these sessions, please contact your office Academy Coach listed below**

****To register for this course please contact the Academy for Community Partners****

Carleen Chisholm Carleen.Chisholm@ct.gov

Raenette Riddick Raenette.Riddick@ct.gov



ON-LINE TRAININGS

HOME BASE-VETERAN AND FAMILY CARE THE TRAINING INSTITUTE

[The HOME BASE-Veteran and Family Care- The Training Institute](#) offers NASW certified asynchronous trainings at no charge to clinicians, social workers, health care professionals and community members throughout New England. These trainings also meet the NASW veteran service continuing education requirement.

Webinars are about one hour and range on all different topics:

- Military Culture
- PTSD
- Substance Use and Mental Health
- Trauma Treatment
- Traumatic Brain Injury



To access a training, please visit the [Home Base Training Institute](#). Click on the "**Resources**" tab. Then click on "**The Training Institute at Home Base**" tab. Scroll down and select a topic you would like to learn more about. Once you select a training course, you will need to create a **Psychiatry Academy** account. When your account is activated, you will be allowed to register and view the training.

After the training, you will be able to download your CEC Certificate.

For any other questions regarding how to access these trainings,
please email educationathomebase@mgb.org

ON-LINE TRAININGS

CHILD PROTECTIVE SERVICES - INVESTIGATIONS POLICY 34-2

The goal of this on-line training is for participants to understand the policy requirements related to the investigative track of DCF's Differential Response System (DRS). Throughout this training key points of Policy 34-2 will be reviewed, and important cross-referenced policies will be referenced.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

INTIMATE PARTNER VIOLENCE POLICY AND PRACTICE GUIDE

The Working with Families impacted by Intimate Partner Violence (IPV) on-line training was designed to provide clear and concrete information and guidance to support comprehensive engagement and assessments with families impacted by Intimate partner violence. The information and tools presented reflect current data, trends, and research. This brief course supports information contained in the IPV Policy and Practice Guide. Upon completion, you will be better prepared to articulate the indicators of IPV; explain the impact of IPV on the non-offending partner, the offending partner and the children; the warning signs of teen dating violence; the importance of engagement and a thorough assessment; the cultural considerations in IPV; the importance of fostering a supportive and collaborative working relationship with IPV providers; the importance of safety planning; and the role of the RRG Intimate Partner Violence Specialists.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)



ON-LINE TRAININGS

MOTIVATIONAL INTERVIEWING

Motivational Interviewing (MI) is a collaborative approach to helping people who are ambivalent about making decisions or changes in some area of their lives. During this interactive on-line course, participants will learn how to use MI to help move clients along a continuum of positive change. Additionally, participants will understand the difficulties associated with changing behaviors; as well as the relationship between the “Stages of Change” and MI. By the end of the training, participants will be able to develop strategies, questions, and the language associated with Motivational Interviewing.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

OVERVIEW OF IMMIGRATION POLICIES, PROTOCOLS, AND PRACTICE WEB TRAINING

The purpose of this training is to provide legal and practice guidance to all case carrying, and support staff, working with immigrant and refugee families with varying legal statuses and needs in the State of Connecticut. This training is developed to support the DCF immigration Policy and Practice Guide 31-8-13 (Released May 2017). The information contained in this presentation is based on current federal and state statutes.

Click the appropriate link below to begin this course:

[DCF Staff](#)

[Non-DCF Staff and Community Providers](#)

REASONABLE PRUDENT PARENT-STANDARD (RPPS) ON-LINE TRAINING

This asynchronous training will discuss the Reasonable and Prudent Parent Standard (RPPS). RPPS is defined as the standard characterized by careful and sensible parental decisions that maintain the health, safety and best interest of a child. Normal childhood activities are defined as extracurricular, enrichment, and social activities.

[Click here to begin this course](#)

DCF 101

DCF 101 is an overview of a Changed DCF was created to provide constituents across the state a more in-depth look into The Department of Children and Families. This online training will cover information regarding the agency's mission and values, cross-cutting themes as well as basic statistical data relevant to the work. The training will also attempt to have participants self-reflect on their own values and bias that they may harbor around the families served by the agency and or the work of the department. This is to invoke critical thinking related to the changing perception of the agency.

[Non DCF Staff and Community Partners](#)

MEET THE ACADEMY'S STAFF



Tracy Davis, Director, LMSW, University of Connecticut School of Social Work

Tracy Davis has over 25 years of child protective service experience serving in various roles including social worker, supervisor, and program supervisor. For the past 15 years, she has successfully implemented and sustained nationally recognized and innovative workforce development initiatives as the Assistant Director of the Academy. In July 2019, she was promoted to Director of the DCF Academy. Mrs. Davis is an active member of the New England Child Welfare Association of Training Directors, and a newly appointed executive member of the National Staff Development and Training Association. Mrs. Davis also has over ten years' experience as an Adjunct Professor at The University of Bridgeport and Southern Connecticut State University.



Kristine Rivera, Assistant Director, LCSW, University of Connecticut School of Social Work

Kristine has been with DCF since November 2006. She left for a period to complete her master's degree in social work and returned to the Department in August 2008. As a Social Worker she worked in Ongoing Services and Adolescent Mental Health in the New Britain Area Office. She was promoted to Social Work Supervisor in June 2014. Kristine was a Training Supervisor in the New Britain Area Office until October 2016 when she joined the Academy for Workforce Development as a Child Welfare Trainer. In March 2021, Kristine became a program supervisor overseeing the Pre-Service Training and Internship programs. She was promoted to Assistant Director in November 2022. Kristine is also an Adjunct Professor in the undergraduate social work program at Central Connecticut State University. She has been an adjunct there since fall 2009.

ACADEMY STAFF



Jennifer Rondini-Zayas, Child Welfare Program Supervisor, L.M.S.W., Springfield College

Jennifer began her employment for the Department of Children and Families in the Waterbury Area Office in September of 2005. As a Social Worker, she gained three years' experience with Ongoing Services before transitioning to the Adolescent Unit. In June 2014, Jennifer became a Social Work Supervisor for the Adolescent Unit. Jennifer joined the DCF Academy for Workforce Development in June of 2016 as a Child Welfare Trainer. In March 2020, Jennifer was promoted as a Program Supervisor for the Academy for Workforce Development.



Carleen Chisholm, Child Welfare, Program Supervisor, MSW. University of Connecticut.

Carleen began her career with the Department of Children and Families as a Social Worker in 2003 at the New Britain Area Office. In this role, Carleen acquired three years' experience with Ongoing Services before transitioning to the Intake Unit. In June 2008, Carleen was promoted to a Social Work Supervisor, where she led staff in the Treatment/Ongoing, Training and Mental Health/Adolescent units, as well as held a position as a Quality Assurance Case Reviewer Supervisor. In March 2021, Carleen was promoted to CPS Program Supervisor in the Waterbury Area Office, where she managed, Ongoing Services, Probate, and a Training Unit. She also served as a Regional QPI Co-Chairperson and QPI Champion. Carleen joined the DCF Academy for Workforce Development in September of 2022.



Alexa Romer, Child Welfare, Program Supervisor, LMSW. Springfield College

Alexa began her career with the Department of Children and Families as a Social Worker Trainee in 1999 at the Hartford Area Office. In this role, Alexa acquired some years' experience with Ongoing Services before transitioning to the Intake Unit. In 2007, Alexa was promoted to a Social Work Supervisor position, where she led staff in the Treatment/Ongoing, Training Sexual Abuse, Adolescent, and Permanency units. She also held a position as a Quality Assurance Case Reviewer Supervisor. In July 2020, Alexa was promoted to CPS Program Supervisor in the New Britain Area Office, where she managed Intake and ongoing services. She also served as a Regional Racial Justice Co Lead. Alexa joined the DCF Academy for Workforce Development in

February 2024.

ACADEMY STAFF



Maureen Auger, Child Welfare Trainer, M.A., Leadership, Albertus Magnus New Haven

Maureen was hired by DCF in September of 1993, after spending 8 years in non-profit adolescent services. At DCF, she served in the New Haven office as a Social Worker in Adolescent, Mental Health, and Treatment Units before moving to Investigations. In 2004, Maureen was promoted to Social Work Supervisor over a training unit for the Greater New Haven/Milford Office. In 2009, Maureen joined the DCF Academy for Workforce Development as a Child Welfare Trainer and remains at the Academy as a non-rotating trainer.



Lindy O'Brien, Training Program Coordinator

Lindy joined the DCF Academy for Workforce Development in July 2021, after working in post-secondary education for 23 years. During that time, her primary focus was on adult learning. Beginning as an instructor in 1998 for a medical assisting program, she grew her instructional and administrative skills, becoming the Campus Director of Operations and Education. In this position, Lindy was responsible for the education of over 500 students, as well as staff training and development. Lindy brings with her an expertise of adult learning and teaching style.



Colleen Drummond, Child Welfare Trainer, M.A. Forensic Psychology, American International College

Colleen was hired by DCF in July 2004, as a Social Worker in the Manchester Area Office from 2004 until June 2015. While a Social Worker, Colleen worked in the areas of Treatment (IH/OOH), Probate and Investigations. In June 2015, she transferred to the Hartford Area Office and shortly after the transfer, was promoted to a Social Worker Supervisor, in treatment services. On September 11, 2020, Colleen transferred to the Academy for Workforce Development as a Child Welfare Trainer.



Aurora Contrino, Child Welfare Trainer, M.A. in Clinical Psychology from American International College. Forensic Psychology, American International College

Aurora Contrino, Child Welfare Trainer, M.A in Clinical Psychology from American International College. Aurora began her career with the Department of Children and Families as a Social Worker in 2003. Throughout her time as a Social Worker, Aurora gained experience in ongoing services and specialty units such as the mental health unit. Aurora transitioned to investigations in 2006. In 2009 Aurora was promoted to Social Work Supervisor overseeing an ongoing unit. In 2012, Aurora began supervising intake staff until 2018. From 2018-2022, Aurora was a supervisor in the Administrative Case Review Division and then transitioned back to child protective services where is supervised an ongoing unit. In 2016, Aurora completed the Leadership Academy for Supervisors (LAS) program. Aurora Joined the Academy for Workforce Development in March 2024.

ACADEMY STAFF



Rachel Sanborn, Child Welfare Trainer, B.A. in Sociology from Keene State College, Keene NH M.S. in Criminal Justice with a concentration in Child Protection and Juvenile Justice from Nova Southeastern University, Fort Lauderdale, FL

Rachel came to DCF in 2005 after spending four years as a child abuse investigator for the Department of Children, Youth, and Families in New Hampshire. Rachel spent 8 years as a treatment worker in the Manchester Office before transitioning to New Britain in 2013 where she spent 5 years as an investigator. Rachel has been a Training Supervisor in the New Britain office since 2018 having accepted a temporary position that became permanent in 2019. Rachel joined the Academy in August 2021.



Gregory A. Curtiss, Child Welfare Trainer, B.S. in Human Development and Family Studies from the University of Connecticut.

Greg began his work with the Department in May 2002, working as a treatment social worker until November 2003 when he transitioned to Investigations. Greg served as an investigation social worker for 13 years and was promoted to Social Work Supervisor of Investigations in 2016. Greg has been providing training to mandated reporters since 2005, and in 2012, received his training certification from the Connecticut Police Officers Standards and Training (POST) Council in child abuse and neglect. Since then, he has been training sexual abuse investigation/identification for DCF staff, law enforcement, and community providers. In his 21 years of experience in the Waterbury office, Greg has served as the Co-Lead for the Racial Justice Committee, Co-Chair of the Waterbury Multi-disciplinary (CAIT) Team, a member for the Waterbury Truancy Clinic, a board member of the Naugatuck Juvenile Review Board, and the Human Anti-trafficking Response Team (HART) liaison. Greg began his rotation with the Academy for Workforce Development in October 2023.



Raenette G. Riddick, Community Trainer, MSW, Springfield College

Raenette began her career with DCF on 2/14/00 in the Waterbury area office. She served as a permanency social worker for 4 years until she was promoted to Social Work Supervisor in 2004. Raenette served in region 5 and 6 in the capacity of Investigations, Adolescent, Training, Probate Supervisor and Considered Removal Facilitator. In January 2022, Raenette joined The Academy of Community Partners as a Community Trainer.

ACADEMY STAFF



Stephanie Carvalho, Child Welfare Trainer, LMSW. BS in Psychology from Sacred Heart University and a MSW from Springfield College

Stephanie was hired by the Department in 2005. Stephanie began working in the New Britain Office where she was quickly transitioned into the role of a Medically Complex worker until 2008. Stephanie transferred to the Hartford Office until 2017 when she was promoted to Social Work Supervisor in the Manchester Office. During her time in the Hartford Office, Stephanie worked in the areas of medically complex, permanency, and intake. As a Social Work Supervisor in Manchester, Stephanie was a training supervisor and continued her participation in the HART team. Stephanie returned to the Hartford Office in 2020 where she supervised a Sexual Abuse unit. While in Hartford, Stephanie was a part of the HART team as a co-liaison and facilitated community trainings. Stephanie transitioned to the Academy in November 2023.



D'Oyen Barrett, Child Welfare Trainer, B.S. Human Development and Family Relations from University of Connecticut

D'Oyen Barrett started his DCF journey as a social worker in the Norwalk office then transition to a social worker in the Meriden office. As a social worker, he has held positions in Permanency, Ongoing, Investigation, Voluntary Services and FWSN. D'Oyen was promoted to social work supervisor in 2008 and has worked in the New Haven, Milford, and Waterbury area offices. As a social work supervisor, he oversaw the Adolescence Services, Training, Ongoing Services, Medically Complex, Permanency and Probate units. D'Oyen joined the Academy for Workforce Development in May of 2022.



Marc Williams, B.S. Public Health from Southern Connecticut State University

Marc began his career with DCF in 1995 in region 2. Marc served as an Adolescent Worker until 1997 when he transitioned to Intake. Marc was promoted to Supervisor in 2014. He transitioned to region 1 as an Ongoing Treatment Supervisor until returning to Intake as a Supervisor in 2016. During his tenure in region 1 Marc served as the Fatherhood Engagement Leadership Team (FELT) Lead. Marc joined the Academy for Workforce Development in November 2022 as a Child Welfare Trainer.



Sean Tenney, Technology Consultant

Sean joined the Academy for Workforce Development in April 2023. Throughout his career, Sean have gained experience in various industries and roles, including training development and delivery, data management and analytics, customer & technical support, and other IT disciplines. Sean is excited to apply his skills in these areas to contribute to the growth and development of the Academy and the agency. Moreover, he is eager to learn and grow from the vast and diverse experiences of the incredible group of individuals within the Academy and DCF!

ACADEMY STAFF



Pamela Williams, Office Supervisor

Pam has been with DCF since November 1988, and held positions as a Clerk Typist, Office Assistant, Head Clerk, Secretary II, Administrative Assistant and Office Supervisor. During her tenure with DCF she has worked for various Divisions such as Protective Services in the Meriden & Middletown area offices, the Administrative Law, Policy and Licensing Division, and the Quality Improvement Division. In January 2005 Pam joined the Academy for Workforce Development, where she assumed the position as a Statewide Clerical Coordinator.



Danielle Perez, Secretary II

Danielle Perez was welcomed to the DCF's Academy for Workforce Development in June 2022 to the position of Secretary 2. This is Danielle's first position as a state employee. Prior to joining the DCF, Danielle served as the administrative assistant for the pharmacy department of Mount Sinai West hospital in New York City for 6 years. Danielle earned a BA from Hunter College in English Creative Writing and has also studied music with an emphasis on solo piano for over 20 years.