

THE DEPARTMENT OF CHILDREN AND FAMILIES  
ACADEMY FOR COMMUNITY PARTNERS



WINTER CATALOG  
JANUARY- MARCH 2024



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## JANUARY TRAINING COURSES

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<a href="#"><u>Implicit Bias</u></a>	1/16/24
<a href="#"><u>Mindfulness: The Practice of Being Present</u></a>	1/19/24
<a href="#"><u>The Impact of Burnout: Compassion Fatigue and Secondary Trauma</u></a>	1/19/24
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## FEBRUARY TRAINING COURSES

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<a href="#"><u>Quality Parenting Initiative (QPI) 101</u></a>	2/1/24
<a href="#"><u>Youth with Problem Sexual Behavior: The Child Protection Response</u></a>	2/7/24
<a href="#"><u>The Project Find: Forensic Interviewing for Individuals with Disabilities</u></a>	2/8/24
<a href="#"><u>Worker Safety</u></a>	2/9/24
<a href="#"><u>Question, Persuade, Refer (QPR)</u></a>	2/13/24
<a href="#"><u>What You Need to Know About Serving Children with Developmental Disabilities</u></a>	2/14/24
<a href="#"><u>Engaging Fathers and Other Men Who Use Violence</u></a>	2/15/24
<a href="#"><u>Understanding Our Work with Children and Families within the Deaf and Hard of Hearing Population</u></a>	2/16/24
<a href="#"><u>Unique Dynamics of Kinship</u></a>	2/16/24
<a href="#"><u>CPR Recertification</u></a>	2/20/24
<a href="#"><u>Lived Experience of Vicarious Resilience Among Child Welfare Professionals</u></a>	2/21/24
<a href="#"><u>ABCD Child Safety Practice Model</u></a>	2/22/24
<a href="#"><u>Faces and Voices of Recovery: Harm Reduction</u></a>	2/23/24
<a href="#"><u>Poverty is Not Neglect</u></a>	2/27/24



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## MARCH TRAINING COURSES

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<a href="#"><u>The Role of Substance Use Disorders and Management in the Family Unit</u></a>	3/1/24
<a href="#"><u>First Aid/ CPR Adult, Child and Infant/ AED</u></a>	3/12/24
<a href="#"><u>ABCD Child Safety Practice Model</u></a>	3/14/24
<a href="#"><u>Early Childhood Development: Understanding the Science of Attachment and Engagement</u></a>	3/14/24
<a href="#"><u>Early Childhood Development: Child Development Milestones and Basic Baby Care</u></a>	3/15/24
<a href="#"><u>Faces and Voices of Recovery: Peer Integration into Behavioral Health Organizations</u></a>	3/22/24
<a href="#"><u>What You Need to Know About Serving Children with Developmental Disabilities</u></a>	3/22/24
<a href="#"><u>The Power of Words: The Long-Term Implications</u></a>	3/27/24
<a href="#"><u>Mindfulness: The Practice of Being Present</u></a>	3/28/24



# 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 purpose 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

### 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.

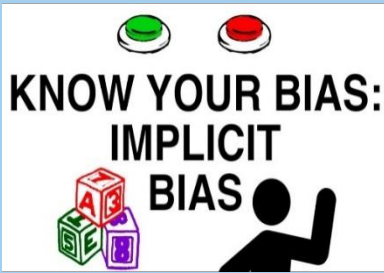
### Entrance to the Building

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.

# JANUARY 2024



## IMPLICIT BIAS

January 16, 2024 | 9am-12pm | ZOOM | 3 CEC's  
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](#)



## MINDFULNESS: THE PRACTICE OF BEING PRESENT

January 19, 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](#)



## FACES AND VOICES OF RECOVERY: THE IMPACT OF BURNOUT, COMPASSION FATIGUE, AND SECONDARY TRAUMA

January 19, 2024 | 9am-4pm | ZOOM | 6 CEC's  
Faces and Voices of Recovery

Compassion Fatigue is real and prevalent for those working in the human services field or any other role that is focused on caring for others. It is now considered an organizational contagion. Its insidious quality can corrode the individual's emotional, mental and physical health. It also can destroy relationships, family and career. If compassion fatigue is not recognized and addressed, it can lead into complete burnout. This training is essential for anyone working with vulnerable populations. Many people who have chosen to work in this field have experiential expertise in trauma. This elevates the for developing compassion fatigue. Compassion Fatigue can be detrimental to their emotional, physical and mental health. Learn about the risks, symptoms and solutions to keep you healthy and balanced while you help others. Don't let the "cost of caring" take away the very reason you came into this field.

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# JANUARY 2024



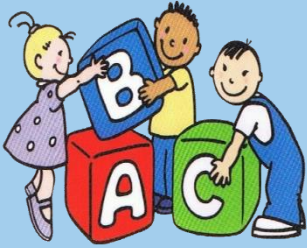
## ADVANCING ANTI-RACISM IN CHILD WELFARE

January 26, 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](#)



## INFANT CARE AND CHILD DEVELOPMENT

January 30, 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.

[CLICK HERE TO REGISTER](#)

# FEBRUARY 2024



## Quality Parenting Initiative (QPI) 101

February 1, 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.

Research has demonstrated that children and youth need consistent and effective parenting to thrive. When parents cannot care for their children, another caregiver, in partnership with the child welfare system, must be able to provide loving, committed, and skilled care that enables the children to feel trust in their relationships with the adults in their lives.

[CLICK HERE TO REGISTER](#)



## YOUTH WITH PROBLEM SEXUAL BEHAVIOR: THE CHILD PROTECTION RESPONSE

February 7, 2024 | 9am-2pm | ZOOM | 4 CEC's

Rachel Sanborn, D'Oyen Barrett

Cases involving youth with problem sexual behavior are often complex and assessing the strengths and needs of the youth and family, while ensuring safety, can be a difficult task. This curriculum is designed to dispel myths and misconceptions about youth who

display problem sexual behaviors, provide strategies to positively support children and families dealing with issues of problem sexual behaviors and build the capacity of staff to accurately assess a family's safety needs, with particular attention to the assessment of family systems, sibling separation and parental protective capacities. Participants will also gain insight into current understanding of and options for treatment.

[CLICK HERE TO REGISTER](#)



## THE PROJECT FIND: FORENSIC INTERVIEWING FOR INDIVIDUALS WITH DISABILITIES

February 8, 2024 | 9am-12pm | ZOOM | 3 CEC's Pending

Modell Consulting Group

The Project FIND half day virtual training is designed for individuals working on multi-disciplinary teams (MDT's) and in other service organizations seeking to gain additional information about the risk factors, realities and strategies for working with individuals with disabilities and individuals with mental health disorders. The training is founded in forensic interviewing best practices with considerations and adaptations to account for individual disability, mental health disorder, language capacity and cultural background.

[CLICK HERE TO REGISTER](#)

# FEBRUARY 2024



## WORKER SAFETY AND WELL BEING

February 9, 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.

[CLICK HERE TO REGISTER](#)



## QUESTION, PERSUADE, REFER (QPR)

February 13, 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 suicide.
- 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.

[CLICK HERE TO REGISTER](#)



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

February 14, 2024 | 9am-4pm | Central Office | 6 CEC's  
Colleen Drummond, William Seals, Stephanie Bozak, PsyD

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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# FEBRUARY 2024

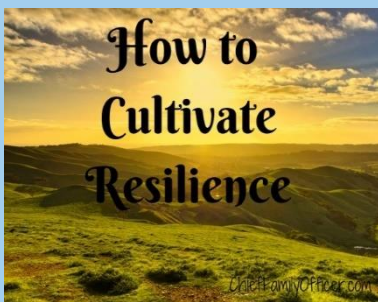


## CPR RE-CERTIFICATION

February 20, 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).

[CLICK HERE TO REGISTER](#)



## LIVED EXPERIENCE OF VICARIOUS RESILIENCE AMONG CHILD WELFARE PROFESSIONALS

February 21, 2024, |9am-12pm | ZOOM | 3 CEC's Pending  
Dr. Ellen Perlwitz

This half-day virtual will present information regarding professional staff who work with families who face adversity and suffering and develop resilience may encourage professionals to examine their values and find positive meaning in their own life. This phenomenon is known as vicarious resilience. During this training, the following topics will be discussed: 1) Enhanced understanding of vicarious resilience 2) Enhanced knowledge of vicarious trauma 3) Increased knowledge of what contributes to sustainability in trauma-exposed professions. 4) Important information for agencies on cultivating resilience in the workplace and among trauma-exposed professionals.

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## ABCD CHILD SAFETY PRACTICE MODEL

February 22, 2024 | 9am-11:30 | ZOOM | 3 CEC's  
Raenette Riddick

This 2.5 HR 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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# FEBRUARY 2024

The Philosophy of

## HARM REDUCTION

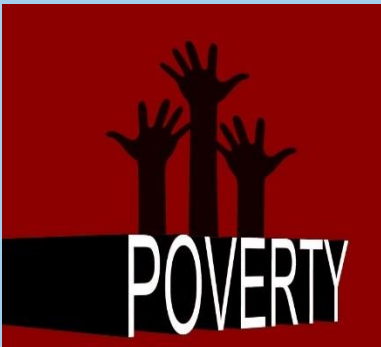
### FACES AND VOICES OF RECOVERY: HARM REDUCTION

February 23, 2024 | 9am-12pm | ZOOM | 3 CEC's

Faces and Voices of Recovery

Participants will be introduced to the principles of harm reduction and given the basic skills to help individuals understand the spectrum of positive and negative effects of drugs, process addictions and compulsive behaviors and their impact. Skills and techniques will be practiced through role-play, examples, and peer feedback including attainable goal progression, treatment readiness, motivational change, and maintenance of behavior change. A special section will concentrate on Medicated Assisted Treatment as a pathway of recovery.

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### POVERTY IS NOT NEGLECT

February 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.

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# MARCH 2024



## THE ROLE OF SUBSTANCE USE DISORDERS AND MANAGEMENT IN THE FAMILY UNIT

March 1, 2024 | 9am-12pm or 1pm-4pm | UCONN Farmington | 3CEC's Pending.

Dr. Marie Hanna, Boston Children's Hospital

This training will explore substance use disorders and how this affects the family unit. This will include brain development, neurobiology, and the

implications of drug tests.

[CLICK HERE TO REGISTER](#)



## FIRST AID/ CPR ADULT, CHILD, AND INFANT AED

March 12, 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).

[CLICK HERE TO REGISTER](#)



## ABCD CHILD SAFETY PRACTICE MODEL

March 14, 2024 | 9am-11:30 | ZOOM | 3 CEC's

Raenette Riddick

This 2.5 HR 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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# MARCH 2024



## EARLY CHILDHOOD DEVELOPMENT: UNDERSTANDING THE SCIENCE OF ATTACHMENT AND ENGAGEMENT

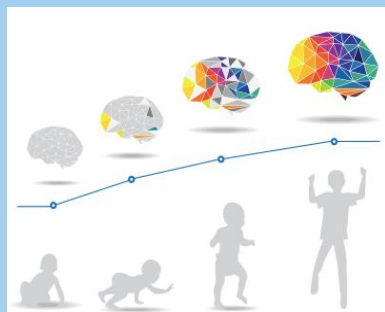
March 14, 2024 | 1pm-4pm | ZOOM | 3 CEC's

Colleen Drummond, Rachel Sanborn, Dana Hillman-Sabato

Understanding the theory of attachment and the impact of this important developmental process in early childhood is crucial to the DCF worker's casework and other providers working with child and family; as well as documentation, and the decision-making process at every point of the case involvement: Removal and

placement, Case planning, Court appearances, Father Engagement, Visitation and family time, Reunification, Adoption & Termination. Participants will build upon previously gained knowledge of attachment theory as it applies to working with young children and their families involved with the DCF system. Participants will be introduced to the concept of the Circle of Security Parenting and how the Circle is "always taking place" in the lives of children and adults.

[CLICK HERE TO REGISTER](#)



## EARLY CHILDHOOD DEVELOPMENT: CHILD DEVELOPMENT MILESTONES AND BASIC BABY CARE

March 15, 2024 | 9am-12pm | ZOOM | 3 CEC's

Colleen Drummond, Rachel Sanborn, Bethanne Vergeon

The growth and development milestones of children birth through five years of age will be explored as well as some of the factors that may impact typical/atypical development. This training will also consider what can cause the derailment of a child's development; and how a parent/caregiver can manage some of the

challenging behaviors of young children. Do you want to know or refresh your memory and skills on how to care for an infant, change a diaper, feed, hold, or burp an infant? Then, this course is designed to demonstrate those tasks as well. Understanding why the early years are critical and the importance of providing the proper and practical care of our young children will aid participants in this training to better assess the basic needs of children.

[CLICK HERE TO REGISTER](#)



## FACES AND VOICES OF RECOVERY: PEER INTEGRATION INTO BEHAVIORAL HEALTH ORGANIZATIONS

March 22, 2024 | 9am-12pm | ZOOM | 3 CEC's

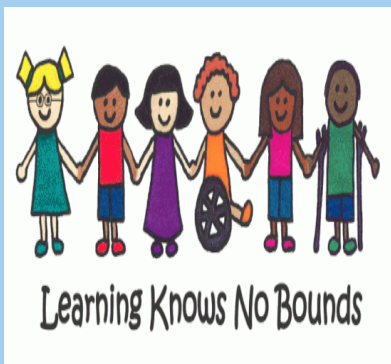
Faces and Voices of Recovery

This presentation discusses how peer workers can enhance the behavioral health team by leveraging their lived experience with mental health and/or substance use disorder to increase positive outcomes for participants. The presentation addresses

the role, its strengths and challenges, and how to handle them so that integrated peers and existing staff can perform to their full potential while best serving participants with mental health and/or substance use disorders.

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# MARCH 2024



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

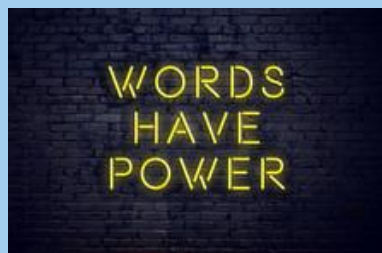
March 22, 2024 | 9am-4pm | ZOOM | 6 CEC's

Colleen Drummond, William Seals, Stephanie Bozak, PsyD

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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## THE POWER OF WORDS: THE LONG-TERM IMPLICATIONS

March 27, 2024 | 9am-4pm | Central Office | 6 CEC's

Shaneka Hernandez

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.

[CLICK HERE TO REGISTER](#)



## MINDFULNESS: THE PRACTICE OF BEING PRESENT

March 28, 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!

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# ON-LINE CANNABIS AND SUBSTANCE MISUSE TRAININGS



## FENTANYL 101 VIRTUAL TRAINING

During this virtual training, participants will become familiar with the pharmacologic aspects of fentanyl; including, how it affects the brain, signs of toxicity, signs of overdose, myths and facts surrounding fentanyl exposure and how it is being mixed with other prescription or illicit drugs. Participants will be provided with Connecticut data of fentanyl overdose rates, including types of fentanyl analogues seen in the community. Finally, participants will be introduced to the concept of harm reduction, including opioid overdose prevention, naloxone (Narcan) administration and fentanyl test strips.



Kate Hawk, MD, MHS

Assistant Professor of Emergency Medicine and  
Epidemiology (Chronic Diseases)

YALE UNIVERSITY

Virtual Web Recording: [CLICK HERE TO VIEW TRAINING](#)



# 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](#)

# 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, LMSW. 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.

# 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.



**Adina Ghanooni-Breau**, Child Welfare Trainer, B.A, University of MA, MA, Southern CT State University

Adina began working with the Department in 2004 in region 2. As a social worker, Adina worked in various capacities in on-going services which included treatment and permanency units. Adina also earned two Post Masters Certificates offered through the Department in the areas of Adoption and Adolescence. In 2014 Adina became an IPV Specialist in Region 2. In 2017 Adina became a Social Worker Supervisor and has supervised units in the Hartford and New Britain Area Office. Adina joined The Academy for Workforce Development as a Child Welfare trainer in 2019.



**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.



# ACADEMY STAFF



**Shaneka Hernandez**, Child Welfare Trainer, B.S. in Criminology from Central Connecticut State University, M.S. in Human Services w/Clinical Specialty from Post University, Board Certified Human Service Practitioner since 2010.

Shaneka became employed with the Department in May 2004 in the Torrington Office. Throughout her time as a Social Worker, Shaneka gained experience in Ongoing Services and specialty units such as Intake and Adolescent Services. Shaneka was promoted in August 2015 in the New Britain Office where she supervised a Mental Health Adolescent Unit. She transferred back to the Torrington Area Office in January 2018 and served as a Training Supervisor before transferring to the Academy for Workforce Development in July 2020.



**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.