

# **Social Services Case Manager Training and Certification Manual**

**Division of Family and Children Services  
Education and Training Services Section**

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## Overview of Social Services New Case Manager Training and Certification Sequence

New worker training for Social Services Case Managers is a sequenced combination of online training, field practice activities, and classroom instruction. Certification activities are interspersed at key points. The chronological training sequence is as follows:

### Keys to Child Welfare Practice Series

*A minimum of 20 work days in the county office are required prior to entering classroom instruction.*

**Stage One: Making Connections in your DFCS Office**

**Stage Two: Making Connections in your Community**

**Stage Three: Making Connections with the Families Served**

<b>Week 1</b>	Field Practice Online Training <ul style="list-style-type: none"><li>• How to Use the Training System</li><li>• Roadmap to Successful Online Training</li><li>• New Worker Orientation to DHS/DFCS</li><li>• Introduction to Child Welfare Services</li><li>• Substance Abuse for Child Welfare Case Managers</li><li>• Child Care (CAPS) for Social Services Workers</li><li>• CFSR Overview</li></ul>
<b>Week 2</b>	Keys Classroom Training (Includes Tablet PC Training)
<b>Week 3</b>	Keys Classroom Training <ul style="list-style-type: none"><li>• Keys Knowledge Assessment (A score of 85% or higher is required.)</li></ul>

## Track Training

Following the Keys sequence, the CM completes Track Sequence in their specific program area: CPS, Foster Care and/or Adoption.

### **Child Protective Services Track** ***(Strengthening Families to Mitigate Safety and Risk Factors Course)***

#### **Week 4**

Field Practice

Online Training

- CPS Intake/Diversion
- CPS Assessments (Investigations)

#### **Week 5**

CPS: Process, Practice and Policy Classroom Training\*

- CPS Intake Case
- CPS Assessments (Investigations)
- Family Support

#### **Week 6**

Field Practice

Online Training

- CPS Family Preservation

#### **Week 7**

CPS: Process, Practice and Policy Classroom Training\*

- CPS Family Preservation Case
- CPS Knowledge Assessment  
(A score of 85% or higher is required.)

#### **Certification**

**(May vary)**

Certification Field Based Observation,  
Certification Record Review

\* Classroom training includes Georgia SHINES Training.

## **Provisional Certification as a Case Manager in Child Protective Services**

Provisional Certification is granted upon completion of the above sequence. Provisional Certification is granted in order for the case manager to carry a directly supervised **case load of six (6) cases** in order to complete the certification case record review and the certification field observation.

## **Certification as a Case Manager in Child Protective Services**

In making the certification decision, County Directors should consider trainee performance over the entire training period, the assessment results, feedback from the Field Program Specialist, Supervisor/Training Coordinator, Field Practice Advisor and Trainer, quality of the case record review and information obtained from the field observation.

When the decision is made, the supervisor completes the New Case Manager Certification Process Checklist in the Registration and Transcript System, thereby documenting the employee's certification in his/her transcript. (See *Entering Certification Decisions into the Transcript System* on page 17 in this manual.) Also, a copy of the New Case Manager Certification Process Checklist is printed, signed by the county director and maintained in the new case manager's personnel file, along with supporting documents.

**Note:** Trainees who are waived from Keys classroom training must take the Keys Classroom Knowledge Assessment and answer at least 85% of the questions correctly in order to achieve certification. Supervisors may make an appointment for testing by emailing [ssregistrar@dhr.state.ga.us](mailto:ssregistrar@dhr.state.ga.us).

**Note:** Certification in CPS is required before the new case manager assumes full responsibility for a CPS caseload.

## **Foster Care Services Track**

***(Promoting Permanency through Foster Care Services Course)***

### **Week 4**

Field Practice  
Online Training: FC Intake (Books 1-10)

### **Week 5**

Foster Care Services: Process, Practice and Policy  
classroom training\*

### **Week 6**

Field Practice  
Online Training: Case Management (Books 11-19)

### **Week 7**

Foster Care Services: Process, Practice and Policy  
classroom training\*  
Foster Care Knowledge Assessment  
(A score of 85% or higher is required.)

### **Certification (May vary)**

Certification Field Based Observation,  
Certification Record Review

\* Classroom training includes Georgia SHINES Training.

## **Provisional Certification as a Case Manager in Foster Care**

Provisional Certification is granted upon completion of the above sequence. Provisional Certification is granted to enable the case manager to carry a directly supervised case load of 6 cases in order to complete the certification case record review and the certification field observation.

## **Certification as a Case Manager in Foster Care**

In making the certification decision, County Directors should consider trainee performance over the entire training period, the assessment results, feedback from the Field Program Specialist, Supervisor/Training Coordinator, Field Practice Advisor and Trainer, quality of the case record review and information obtained from the field observation.

When the decision is made, the supervisor completes the New Case Manager Certification Process Checklist in the Registration and Transcript System, thereby documenting the employee's certification in his/her transcript. (See *Entering Certification Decisions into the Transcript System* on page 17 in this manual.) Also, a copy of the New Case Manager Certification Process Checklist is printed, signed by the county director and maintained in the new case manager's personnel file, along with supporting documents.

**Note:** Trainees who are waived from Keys classroom training must take the Keys Knowledge Assessment and answer at least 85% of the questions correctly in order to achieve certification. Supervisors may make an appointment for testing by emailing [ssregistrar@dhr.state.ga.us](mailto:ssregistrar@dhr.state.ga.us).

**Note: Certification in Foster Care is required before the new case manager assumes full responsibility for a Foster Care caseload.**

## **Adoption Track**

\*CM must complete Foster Care certification as a pre-requisite to the following.

### **Week 1**

Adoption Field Practice

### **Week 2**

Classroom training: Adoption Training for New Case Managers

Adoption Knowledge Assessment

(A score of 85% or higher is required.)

## **Certification as a Case Manager in Adoption**

In making the certification decision, County Directors should consider trainee performance over the entire training period, the assessment results, feedback from the Field Program Specialist, Supervisor/Training Coordinator, Field Practice Advisor and Trainer, quality of the case record review and information obtained from the field observation.

When the decision is made, the supervisor completes the New Case Manager Certification Process Checklist in the Registration and Transcript System, thereby documenting the employee's certification in his/her transcript. (See *Entering Certification Decisions into the Transcript System* on page 16 in this manual.) Also, a copy of the New Case Manager Certification Process Checklist is printed, signed by the county director and maintained in the new case manager's personnel file, along with supporting documents.

**Note:** Trainees who are waived from Keys classroom training must take the Keys Knowledge Assessment and answer at least 85% of the questions correctly in order to achieve certification. Supervisors may make an appointment for testing by emailing [ssregistrar@dhr.state.ga.us](mailto:ssregistrar@dhr.state.ga.us).

**Note: Certification in Foster Care and Adoption is required before the new case manager assumes full responsibility for an Adoption caseload**

## **Resource Development Track**

\*Must be certified in Foster care before taking the following training.

**4 days**                      IMPACT Classroom Training

**Note: Resource Development case managers must be certified and successfully complete the above training courses assuming Resource Development responsibilities.**

**There is no Resource Development certification process at present. The Resource Development worker must be certified in Foster Care.**



## Provisional Certification

New case managers must complete the following in order to be provisionally certified:

- Keys Sequence: Online, Field Practice, Classroom Training
- Keys Assessment with a score of 85% or higher
- CPS Sequence: Online, Field Practice, Classroom Training
- CPS Assessment with score of 85% or higher **OR**
- FC sequence: Online, Field Practice, Classroom Training
- FC Assessment with score of 85% or higher

For the purpose of training, the provisionally certified new case manager may provide closely supervised case management for up to **six (6) cases**; the case manager should not have full responsibility for these cases. This assignment gives the trainee an opportunity to apply the knowledge and skills learned in Keys Training, and it facilitates the transfer of learning to actual practice in order to complete the Certification Case Record Review and the Certification Field Practice Observation.

**Note: Trainees who are waived from classroom training must take the Keys Classroom Knowledge Assessment and answer at least 85% of the questions correctly in order to achieve provisional certification. Supervisors may make an appointment for testing by emailing [ssregistrar@dhr.state.ga.us](mailto:ssregistrar@dhr.state.ga.us).**

Provisional certification may be in effect up to **90 days** following the provisional certification decision. The expectation is that an initial certification decision will be made by the end of this 90-day period.

## Description of Keys Training and Certification Components

“Certification” is a process involving training, practice activities and specific assessments through which the case manager demonstrates basic competencies in child welfare practice. Certification is not a license for clinical practice, and it is not a substitute for a professional social work degree. The following give detailed descriptions of each component of the training and certification process.

### **Online Training**

This training, which is accessed over the Internet, covers material that corresponds to the Keys, CPS and FC Tracks classroom trainings. We recommend that case managers complete online training in the sequence seen in the *Overview of Training and Certification Sequence* in this manual. Online training progress reports and quiz results are sent regularly to the supervisor and trainee via GroupWise email. The progress reports will indicate satisfactory or unsatisfactory performance on the quizzes and online instructor exercises. There are no numerical scores on quizzes. Quizzes are included in CPS Intake, CPS Investigations, CPS Family Preservation and Foster Care online modules. The purpose of the quizzes is to reinforce learning by giving the trainee immediate feedback. They also serve as indicators of trainee performance. All online training must be completed successfully before a certification decision is approved.

Online training can be accessed at the following address:

<http://www.gadfcs.dhr.georgia.gov/training>.

### **Keys Classroom Training Topics**

The following list outlines the topics in each week of Keys classroom training. Supervisors, Training Coordinators, Field Program Specialists, and Field Practice Advisors should refer to this list and assure that Field Practice for each new case manager reinforces the classroom training.

#### **Module 1: Introduction to Child Welfare Services**

- Know the instructor
- Know general housekeeping issues
- Engage effectively with fellow case manager
- Explain the attendance requirements and training expectations
- Construct an overview of how child welfare developed and historical events that have shaped the Georgia child welfare system
- Locate and explain both Federal and Georgia laws that impact child welfare
- Identify the impact of these laws on the design of Georgia policy and child welfare practice

- Explain how Child Protective Services, Foster Care Services, and Adoption Services in the Division of Family and Children Services are related
- Demonstrate the differences in the program areas as well as how they interrelate
- Apply computer safety and security knowledge

### **Module 2: Values and Culture**

- Analyze the alignment of personal goals and expectations with realities and requirements of the job
- Analyze how personal values influence perceptions and decisions
- Articulate, through class activities and discussion, an understanding that personal values and ethics will differ between individuals and cultures
- Understand cultural differences in communication styles and the impact of word choice on intercultural communication
- Demonstrate knowledge and understanding of key cultural diversity concepts and terms
- Demonstrate multicultural awareness – is aware that cultural differences exist and may affect how different people think and behave
- Demonstrate an awareness and understanding of how words can be used to create either a favorable or unfavorable impression of a person, especially with regard to cultural differences
- Demonstrate multicultural sensitivity – appreciates a variety of cultural perspectives and values diversity
- Utilize the Ethnographic Interview to discover another’s cultural values

### **Module 3: Assessing Families: Decision Making in Child Welfare**

- Define assessment and identify the key decision points in assessing families
- Examine the underlying conditions leading to or sustaining behavior when performing an assessment
- Identify aspects of critical thinking and the importance for providing quality case management services
- Recognize the need to monitor the safety of the child by initial and ongoing assessment of risk
- Delineate the difference between safety and risk
- Define family violence and identify indicators and signs of family violence
- Direct clients to resources for family violence

### **Module 4: Child Maltreatment**

- Describe the prevalence of child maltreatment and the legal definition of maltreatment
- List the categories of abuse
- Define child and caretakers
- Determine the importance of remaining objective and determine the difference between poverty issues and neglect
- Recognize physical and behavioral indicators of child neglect

- Recognize physical and behavioral indicators of physical abuse
- Recognize family indicators of sexual abuse and use the indicators when assessing potential sexual abuse of children
- Given a scenario, identify indicators of maltreatment presented in the Turcotte family

### **Module 5: Impact of Maltreatment on Child Development**

- Identify age appropriate behavior stages, processes and milestones of normal physical, cognitive, social and emotional development of children from birth through adolescence
- Identify potential negative outcomes of abuse and neglect on the physical, cognitive, social, and emotional development
- Identify why infants and toddlers are at particularly high risk for abuse and neglect, with potentially severe consequences
- Recognize strategies to provide services to promote healthy development
- Explain the process and dynamics of normal, reciprocal attachments of children with their families and other significant caregivers
- Describe the potentially traumatic outcomes of the separation and placement experience for children and their families, including precipitation of psychological crisis, serious disruption of family relationships, and disturbances in the child's cognitive, emotional, social, and physical development
- List the stages of grief and understand how grief manifests in children
- Comprehend the serious negative effects on children of changing and inconsistent living arrangements

### **Module 6: Education for Children in Care**

- Articulate the importance of educational success for children and youth
- Identify educational services, laws and supports for children and youth
- Identify the supports that schools can provide to case managers and youth in care
- Identify Educational Outcomes from the CFSSR
- Determine information to be documented in the case record

### **Module 7: Placement Authority and Court**

- Describe how a case enters the court system
- Identify the perspectives and roles of the various participants in a child abuse / neglect court case
- Summarize the juvenile court process
- Gain a general overview of placement authorities and be able to identify various court hearings
- Describe proper court appearance

## **Module 8: Focusing on Strengths and Change**

- Identify the six principles of strength based Practice
- Identify the four factors critical for positive change behavior
- Identify family strengths and the impact of the use of case manager authority
- Define the circles of strengths and supports found within the families and work with families to identify and promote these resources and strengths
- Practice positive and strength based ways to directions, advise or suggest a change of behavior
- Use family strengths as benchmarks to assess the status of a family over the course of time
- Define characteristics of each stage of change in the Prochaska / DiClemente model of Trans-Theoretical Change
- Learn strategies to engage the families and reduce the levels of resistance
- Recognize the stages of change and be able to motivate the client at each stage
- Recognize that sometimes clients use traps, lies, and deceptions and apply skills to deter these behaviors
- Define family team meeting and how it is used to promote strengths and build relationships with the family

## **Module 9: Introduction to Interviewing**

- Define respect and distinguish behaviors that communicate respect
- Define empathy and differentiate empathy from sympathy
- Define facilitative genuineness
- Demonstrate the behavioral characteristics of the core helping conditions
- Explain the role of interpersonal helping skills in the development of effective helping relationships
- Explain barriers to effective communication, including difficulties in encoding and decoding
- Explain the functions and characteristics of effective attending behaviors and demonstrate
- Describe the elements of non-verbal communication
- Demonstrate congruence between verbal and non-verbal expression
- Describe the purpose for and construction of open, closed, indirect, circular, solution-based, and scaling questions
- Explain the difference between effective and ineffective questions
- Demonstrate purposeful use of questions
- Define the components of reflecting and distinguish between effective and ineffective reflections
- Describe communication strategies that can enhance child welfare work with children
- Obtain or convey important information about child welfare issues to children and youth

- Explain steps involved in conducting an information-gathering interview
- Identify strategies of casework interviewing and demonstrate skills in interviewing methods

### **Module 10: Introduction to Documentation**

- Identify and use the CFSR guidelines for recording documentation
- Identify what information needs to be documented in case records and demonstrate awareness of the value of quality case documentation
- Use correct spelling, grammar, and sentence and paragraph structure within case documentation
- Use terminology appropriately and consistently throughout case documentation
- Recognize how cultural background may affect case documentation
- Differentiate between pertinent detail and verbosity and demonstrate the ability to record information in a clear, concise and efficient way
- Identify and state case facts instead of worker opinion
- Use the Tablet to take notes and complete documentation

### **Trainer Feedback Form**

Classroom trainers for each Keys, CPS, Foster Care and Adoption class complete a Trainer Feedback Form for each participant. The trainer emails the form to the supervisor indicated in the trainee's registration account. This feedback is intended to inform the supervisor of trainee participation, attitude and behavior while in the classroom setting. Trainer Feedback Forms should be filed in the employee's personnel file as part of the certification documentation.

## **Knowledge Assessments (Tests)**

Each classroom course includes a written knowledge assessment (test) at the end of class. The passing score is **85%**. Scores will be entered into the trainee transcript and may be accessed by the supervisor and trainee at <http://www.gadfps.org/transcript>.

## **Field Practice**

Under the guidance of the supervisor and field practice advisor, field practice occurs throughout the training sequence. *The Training and Field Practice Guide* is designed for electronic use and guides the field practice experience. The trainee is instructed to complete field practice activities and worksheets that correspond to the activities in the *Training and Field Practice Guide*. The worksheets are indicators of the trainee's understanding and progress and should be taken into consideration in the certification decision. All worksheets should be completed by the individual trainee and not in concert with other trainees. The field practice advisor, supervisor/training coordinator and/or field program specialist review activity worksheets, and note that all activities are satisfactorily completed.

CPS and Foster Care program specific policy exercises are also included in the Training and Field Practice Guide. These should be completed by the individual trainee depending upon his/her program area, and should not be done in concert with other trainees. The supervisor or field program specialist scores the policy exercise, gives feedback to the trainee, and makes the score available to the county director who will make the certification decision. A score of 85% is considered satisfactory.

County staff may access the Training and Field Practice Guide by going to, [www.dfcs.dhr.georgia.gov/training](http://www.dfcs.dhr.georgia.gov/training), clicking on the **case manager icon** and then on **New Social Services Case Manager Training** and lastly on "I'm registered now what" to download the Training and Field Practice Guide.

Completed Master Checklists are printed, signed by the trainee, Supervisor/Training Coordinator, Field Practice Advisor, and Field Program Specialist and placed in the employee's personnel file as verification of satisfactory completion of field practice.

## **Certification Field Observation**

Program specific Field Observation forms and instructions are provided in the *Training and Field Practice Guide, Certification Section*. The field program specialist, administrator, program director or supervisor outside the line of supervision uses these forms to observe, critique, and assess the trainee's satisfactory or unsatisfactory performance in prescribed field activities. Results are made available to the county director who will make the certification decision.

## **Certification Record Review**

Instructions for conducting a case record review are provided in the *Training and Field Practice Guide, Certification Section*. The field program specialist, administrator, program director or supervisor outside the line of supervision uses Chapter 70 Supervisory Review forms (or the forms approved for supervisory reviews in the county) to conduct the record review in the trainee's program area (CPS and Foster Care). The record reviewer determines if performance is satisfactory or unsatisfactory. Results are made available to the county director who will make the certification decision.



## Entering Certification Decisions into the Transcript System

When the County Director makes a case manager certification decision, the supervisor or other designee completes the Certification Checklist online. This process enters the certification information into the Transcript System. The following procedure should be followed. If you encounter problems, contact the Athens Tech Helpdesk at (706)-355-5144 or email [dfcshelp@gadfcs.org](mailto:dfcshelp@gadfcs.org).

1. Log on to [www.gadfcs.org/transcript](http://www.gadfcs.org/transcript)
2. Click on the “Certification” button to View/Edit/Add Employee’s Certification Information
3. Click on the “Case Manager” button to View/Edit/Add New Case Manager Certification Information
4. Click on the “View Checklist” button to View a New Case Manager’s checklist
  - a. Enter the Employee’s ID number
  - b. Click “View Certification Info” button
5. Click on the “Edit Checklist” button to Edit or Add a New Case Manager checklist
  - a. To Add a New Case Manager Checklist
    - i. Enter the Employee’s ID number
    - ii. Click “Edit Cert Info” Button
    - iii. Check the Program Area of Responsibility
    - iv. Enter the dates the Keys training areas were completed or waived (This section should be completed for all new case managers)
      1. Check if Provisional Certification was granted
      2. Enter County Director’s name who is making the decision and county
      3. Enter the date the decision was made
      4. Enter comments, if any
    - v. Enter the dates for the specific program area (for example, if the program area is CPS, you will complete the CPS Track section)
      1. Check if Initial CPS Certification was granted
      2. Enter County Director’s name who is making the decision and county
      3. Enter the date the decision was made
      4. Enter comments, if any
      5. Review the checklist to make sure that you entered the information correctly
      6. Click the “Save Checklist” button on the bottom of the form
      7. Click the “View Checklist” button on the bottom of the form
      8. Click the “Print Friendly” button on the top of the View Checklist screen
      9. Print the checklist

10. The County Director must sign the form and place it in the Case Manager's personnel file.

- b. To Edit a New Case Manager checklist
  - i. Enter the Employee's ID number
  - ii. Click "Edit Cert Info" Button
  - iii. Enter new information or change existing information

Click the "Save Checklist" button on the bottom of the form to save your changes

## Post- Certification Activities

After the case manager is certified, the following activities are required over the next six months.

- The case manager's supervisor reviews the certified case manager's case records on a regular basis (two records per month minimum).
- The supervisor provides ongoing coaching and mentoring.
- The supervisor completes an Interim PMP within six months of certification.
- The case manager completes follow up training as listed in the following section

## Post-Certification Follow-Up Training

After the case manager is certified, the following courses are required over the next 18 months. This sequence of training has been developed to build upon new worker training and to complement and further develop the new case manager's knowledge and skills in delivery of child welfare services. Therefore, it is suggested that the courses be taken in the order listed if at all possible. These courses will satisfy the case manager's ongoing professional development hours (20 hours annually) and if taken in the required time frame, will exceed that annual requirement. Supervisors are responsible for registering case managers for these courses.

**Note: Experienced case managers are encouraged to take ANY of the courses listed for their ongoing professional development hours.**

**Required courses for New Case Managers within 6 months of Initial Certification**

<b>CPS Case Managers</b>	<b>Foster Care Case Managers</b>	<b>Adoption Case Managers</b>	<b>Resource Development Case Managers</b>	<b>Additional Requirements for FTM Facilitators</b>
Documentation: 13 hours	Documentation: 13 hours	Documentation: 13 hours	Adoption Training for CM: 32.5 hours	FTM Overview: 13 hours
Legal Issues 1: 13 hours	Legal Issues 1: 13 hours	FTM Overview: 13 hours	Documentation: 13 hours	FTM Skills Building: 13 hours
FTM Overview: 13 hours	FTM Overview: 13 hours	IV-E classroom: 13 hours	Interviewing Skills Development: 13 hours	Follow up Practice Activities required to be an Approved FTM Facilitator
IV-E Overview Online: 4 hours	Family Violence: 13 hours	Adoption Assistance: 6.5 hours		
Family Violence: 13 hours	IV-E Overview Online: 4 hours	Family Violence: 13 hours		
Total: 56 hours	Total: 56 hours	Total: 58.5 hours	Total: 58.5 hours	Total: 26+ hours

**Required courses for New Case Managers within 6-12 months of Initial Certification**

<b>CPS Case Managers</b>	<b>Foster Care Case Managers</b>	<b>Adoption Case Managers</b>	<b>Resource Development Case Managers</b>	<b>Additional Requirements for FTM Facilitators</b>
Substance Abuse: 19.5 hours	Substance Abuse: 19.5 hours	IMPACT Overview: 13 hours	IV-E Overview Online: 4 hours	None at present
IV-E Overview Online: 4 hours	IMPACT Overview: 13 hours	Interviewing Skills Development: 13 hours	Adoption Assistance: 6 hours	
Interviewing Skills Development: 13 hours	Interviewing Skills Development: 13 hours	Legal Issues 1: 13 hours	Legal Issues 1: 13 hours	
Legal Issues 2: 13 hours		Legal Issues 2: 13 hours	Legal Issues 2: 13 hours	
			FTM Overview: 13 hours	
Total: 36.5 hours	Total: 45 hours	Total: 35.5 hours	Total: 41.5 hours	

**Recommended Courses for New Case Managers within 12-18 months of Initial Certification**

CPS Case Managers	Foster Care Case Managers	Adoption Case Managers	Resource Development Case Managers	Additional Requirements for FTM Facilitators
IMPACT Overview: 13 hours	Adoption Assistance: 6.5 hours	Legal Issues 3: 5.5 hours	Substance Abuse: 19.5 hours	None at present
Legal Issues 3: 5.5 hours	Legal Issues 2: 13 hours  Legal Issues 3: 5.5 hours	Substance Abuse: 19.5 hours	Family Violence: 13 hours  Legal Issues 3: 5.5 hours	
Total: 18.5 hours	Total: 25 hours	Total: 25 hours	Total:38 hours	

## Ongoing Professional Development (Professional Excellence Courses)

After the 18 months of follow up training listed above, ongoing professional development is required for all certified case managers. The following courses are recommended and will apply toward the 20 hours of annual professional development mandated by the Division. Supervisors are responsible for registering case managers for these classes.

### **PE 502 - Professional Excellence: Impact of Maternal Substance Abuse 5 hours/5 CEU's**

This training will focus on the scope of the problem of maternal substance abuse, gender differences in substance abuse, family characteristics that indicate greater risk for children, as well as the social-emotional challenges that result from poor care giving quality. Prenatal exposure to substances, including nicotine will be discussed. This course is recommended for Social Services and OFI staff.

### **PE 506 – Emotional Survival: Stress Management for the DFCS Professional 5 hours**

This course illustrates how workplace stress affects people in all segments of their lives. Participants will learn how to react differently to things they can and cannot control. Participants will also develop the ability to be empathetic to others who are experiencing stress and to identify tools for relieving stress. This course is recommended for all DFCS staff.

### **PE 507- Interviewing Skill Development and Practice (2 days) 13 Hours**

This course provides case managers with an opportunity to further develop interviewing skills and to increase their confidence in conducting interviews. This intermediate course builds upon the content delivered in the Keys to Child Welfare Practice new case manager curriculum, and also provides instruction on additional interviewing techniques and the application of these techniques to casework practice. Using relevant case scenarios, participants will be videotaped conducting a casework interview and receive feedback from their peers and trainers. This course is recommended for Social Services staff.

### **PE 508 - Legal Issues 2: In-Court Training (2 days) 13 Hours**

Legal Issues 2 builds on the legal foundation information presented in Legal Issues 1. This class provides an opportunity for participants to apply what they learned in Legal Issues 1 to a mock-trial setting. Each participant will have an opportunity to role play the

case manager and prepare his/her case for witnessing in court in order to further develop court skills. This course is recommended for Social Services staff.  
Prerequisite: Must complete Legal Issues 1.

### **PE 510 - Human Trafficking Internet Training (online)**

#### **2 Hours**

Human Trafficking is a growing problem both nationally and in Georgia. Because DFCS employees come into contact with a wide variety of people, they may be one of the first people to observe that someone needs help. The Human Trafficking online course provides important information on this topic, and will assist DFCS staff in identifying and assisting people who may be possible victims. The Division has mandated that all State Office, Regional Staff, County Directors, Program Administrators, Supervisors and Case Managers complete this training course. This course is available on the DFCS online training system.

### **PE 511 - Culturally Competent Practice with Latino Families**

#### **6 Hours/6 CEU's**

This course will provide participants with the skills and knowledge necessary for understanding and working with Latino families. Participants will learn about Latino cultural norms and values as well the emotional impact of the immigration experience. Skills and strategies for connecting, interviewing and engaging Latino families in the change process will be addressed. This course will benefit both OFI and Social Services Staff.

### **PE 512 Interviewing Children/Adolescents**

#### **5 Hours**

This course is designed for staff who observe, interview, assess risk, place, and treat child and adolescent victims of maltreatment. Information on current research and best practice regarding interviewing and eliciting information from children and youth will be presented. Participants will collect a variety of interviewing tools in their "bag of tricks" for use when talking with children. Specific tools that require instruction will be fully demonstrated. Participants will leave the training with a host of new tools and interview aids to assist them in their daily practice and work with children/adolescents. This course is recommended for Social Services staff.

### **PE 513 Observing and Assessing Families**

#### **6 Hours/6 CEU's**

Do you desire practical tools that you can use when assessing caregivers and children? Then, this class is for you. It will teach you observation skills that will help you assess a family's strengths and challenges as well as observe the connections and the "dance" between caregivers and their children. You will learn tools that researchers and practitioners have developed to help you sharpen your skills in observing families with children from infancy to youth. You will learn the skills to observe, document and create effective recommendations for family systems. This course is recommended for Social Services staff responsible for assessing and working with families.



**PE 514 Skills and Strategies for Working with Fathers  
(2 days) 11 Hours**

This course focuses on the importance of fathers in children's lives, the current research related to father involvement, and how this information can be applied throughout the child welfare continuum of services. The course includes strategies for identifying, locating and engaging fathers in the casework process, and is designed to equip case managers and supervisors to work successfully with fathers in a wide range of family situations and structures. This course is recommended for Social Services case managers and supervisors.

**PE 514ADM Skills and Strategies for Working with Fathers Administrator Training  
13 Hours**

This course is designed for program administrators, program directors and directors. Administrators will be exposed to the same content that is presented in the case manager's training: the importance of fathers in children's lives, the current research related to father involvement, and how this information can be applied throughout the child welfare continuum of services, strategies for identifying, locating and engaging fathers in the casework process, and how to work successfully with fathers in a wide range of family situations and structures.

Administrators will also learn about the concept of transfer of learning and how they can help staff apply what is learned in this training to their casework with fathers.

Administrators should benefit from each others' experience as they discuss issues related to managing their staff's work with fathers.

**PE 515 Engaging and Working with Teens  
(2 days)**

This course is designed to help participants answer the question, "What is going on with this teen and what can I do to help him/her?" In the first section of the training, *Talking about Teens*, participants learn about adolescent development and behaviors, potential feelings of teens involved with DFCS, and specific health and development issues that teens experience. In the second section, *Talking with Teens*, participants learn how to effectively engage teens in order to help them make positive movement toward a healthy adulthood. Topics include: communicating with teens, using a positive youth development approach, permanency, and case management strategies. This course is recommended for Social Services staff.

**PE 517 Working with Military Families  
5 Hours**

This course, taught by a military social worker, will give case managers the skills needed to navigate the military social service delivery system. This class will assist case managers in understanding military society, recognizing and connecting with the military social service delivery system, appreciating the stressors on military families as well as the strengths of these families. Resources available for military families and how to access these resources will be included. This course is recommended for Social Services and OFI staff.

## **PE 518 Fish Philosophy**

### **1.5 Hours**

If your work environment could use a boost, then why not have a FISH Philosophy workshop in your office? This fun and enjoyable workshop will encourage staff to explore their attitudes, challenge them to be there for their internal and external customers while making their day, and promote a positive work environment. Staff will leave motivated and energized! This workshop is recommended for all DFCS staff.

## **PE 519 Secondary Traumatic Stress and Supervision**

This course is designed to educate Social Services supervisors on the primary and secondary traumatic stress aspects of their work. Participants will assess their own personal and professional care and develop an understanding of how to manage direct and secondary trauma. Participants will also learn how to help their staff members manage the responses related to traumatic stress in their work. The course includes instruction on the nature of traumatic stress as well as individual coping skills and social support strategies that, if implemented, may reduce the negative impact on work performance and individual worker well being. This course is recommended for Social Services Supervisors and Field Program Specialists.

## **PE 521 Working with Immigrant Families and Children**

This course will assist participants with identifying strategies for working cross-culturally with immigrant families while addressing safety and permanency for children. Participants will gain knowledge about changes in immigration patterns in the U.S. and Georgia and how these changes have impacted child welfare practices. This course will address federal, state, and local immigrant issues and policies; resources available when working with immigrant families; and Special Immigrant Juvenile Status eligibility and application procedures for immigrant children in foster care.

## **PE 524 Sexual Abuse in Families: Adult Perpetrators and the Non-Offending Caregiver**

This course focuses on working with sexual perpetrators and the non-offending caregiver in child sexual abuse cases. This course describes the different types of perpetrators, looks at the characteristics of each, and examines why people offend. Cultural and personal biases involving female sexual offenders are also explored. Psychosexual assessment and various treatment resources for offenders and family members are discussed as well as for coping and self care.

## **PE 525 ECEM: Promoting Placement Stability and Permanency through Case Manager/Child visits (foster care case manager training)**

### **6 Hours**

This training will help participants understand and value the practice of conducting regular and purposeful case manager visits to ensure the safety, permanency and well-being of children in care. Foster Care case managers will learn about current DFCS policy on case manager visits and be introduced to a four-step visitation cycle that promotes quality interaction between children and case managers. This is a Program Improvement Plan (PIP) training.

### **PE 526 Using Psychological Evaluations in Case Planning**

#### **5.5 hours**

Adults and children served through the child welfare systems are often referred for psychological evaluations for a variety of reasons. These include assessment of mental health and cognitive functioning, special needs, learning and processing differences, behavioral issues as well as an understanding of their response to trauma or other family crises. This workshop will clarify how to best make appropriate referrals to psychologists as well as how to engage clients in meaningful discussion about the process and outcomes. Participants will review the different types of testing, mental health diagnoses, and other categories of information that are often included in psychological assessments and learn how to best incorporate the recommendations into the case plan.

### **PE 527 Family Centered Case Practice for Administrators and Supervisors**

#### **6.5 hours**

This course is designed to provide management's approach to implementing and maintaining the Family Centered Practice Model. It begins with an overview of the model and identifies requisite standards that affect practice. There are 7 standards of practice that apply including Agency Management and Leadership; Policies and standards; Qualifications, Workload and Professional Development of Staff; Array of Services; Information Systems; Agency Coordination within the Community and Quality Assurance.

### **PE 528 Family Centered Case Practice for Case Managers**

#### **6.5 hours**

This course outlines the framework of Family Centered Practice and incorporates a continuous set of activities that every worker is expected to employ in their practice. Linked to outcomes it emphasizes quality screening; engagement of youth and families; working with teams; development of quality assessments; individualized planning and relevant services; continuous review and adaptation and safe and sustained transition from DFCS involvement to the community. It addresses core values and principles of family Centered Practice; intentional engagement; partnership parenting; parenting protective capabilities; psychological permanency, working with incarcerated parents and strengthening community involvement.

### **PE 529 Family Team Meeting Facilitator Training**

#### **21 hours**

Participants will gain a basic understanding of the skills required to facilitate an FTM, including the principles of the change process, skills for building a trusting relationship, family dynamics, and forming partnerships for positive change. Participants also practice the skills needed for effective facilitation. This course is currently being piloted with a planned implementation date of May 2009. This is a Program Improvement Plan (PIP) training.

### **PE 531 Family Team Meeting and Case Planning for Social Services Case Managers 14 hours**

This course is designed primarily for Social Services Case Managers who do not facilitate or co-facilitate FTMs. The 2-day classroom training encompasses:

- how case managers can engage families and their informal support system to prepare them for working with the FTM process
- how to develop individualized family plans, built on underlying needs and functional strengths, within the context of the family team meeting setting
- documentation of the FTM in SHINES
- following through with providing services and continued work with the family to complete plans

### **PE 533 Concurrent Planning 12 hours**

This course is open to all social services staff including administrators and supervisors. All program areas play a role in making concurrent planning practice successful. The course provides a comprehensive overview of concurrent planning, the use of concurrent planning as a casework practice to achieve permanency for children in out-of-home care, and the key knowledge, skills, and values that are needed to successfully practice concurrent planning. Training topics include: making the decision about when concurrent planning should be used, developing the concurrent case plan, working with birth parents through the life of the case, and facilitating the birth parent-resource parent relationship.

## Certification When Changing Program Areas

Case managers must be certified in their program of responsibility (CPS, PLC and Adoption). The following procedures outline training and certification requirements for those certified in one area who need certification in an additional program area or areas. A training waiver may be requested if waiver criteria are met. (See *Training Waivers* in this manual.)

If certified in CPS Investigations and changing to CPS Ongoing, complete:	If certified in CPS Ongoing and changing to CPS Investigations, complete:	If certified in Foster Care and changing to CPS, complete:
<p>Online training: CPS Family Preservation</p> <p>CPS Track Field Practice activities</p> <p>CPS Track Classroom training (CPS: Process, Practice and Policy)</p> <p>CPS Knowledge Assessment (in class) Must score 85% or higher</p> <p>CPS Ongoing Record Review</p> <p>A CPS Ongoing Certification decision is made by the County Director</p> <p>Certification Decision is entered into the Registration and Transcript System (See <i>Entering Certification Decisions into the Transcript System</i> in this manual.)</p>	<p>Online training: CPS Intake/Diversion, CPS Investigations</p> <p>CPS Track Field Practice activities</p> <p>CPS Track Classroom training (CPS: Process, Practice and Policy)</p> <p>CPS Knowledge Assessment (in class) Must score 85% or higher</p> <p>CPS Investigations Record Review</p> <p>A CPS Investigations Certification decision is made by the County Director</p> <p>Certification Decision is entered into the Registration and Transcript System (See <i>Entering Certification Decisions into the Transcript System</i> in this manual.)</p>	<p>Online training: CPS Intake/Diversion, Investigations, and Family preservation</p> <p>CPS Track Field Practice activities</p> <p>CPS Track Classroom training (CPS: Process, Practice and Policy)</p> <p>CPS Knowledge Assessment (in class) Must score 85% or higher</p> <p>CPS Record Review</p> <p>A CPS Certification decision is made by the County Director</p> <p>Certification Decision is entered into the Registration and Transcript System (See <i>Entering Certification Decisions into the Transcript System</i> in this manual.)</p>

**Certification When Changing Program Areas, continued:**

<p><b>If certified in CPS and changing to Foster Care, complete:</b></p>	<p><b>If certified in CPS or FC and changing to Adoptions, complete:</b></p>
<p>On line training: Foster Care</p> <p>Foster Care Track Field Practice Activities</p> <p>Foster Care Track classroom training</p> <p>Foster Care Knowledge Assessment (in class) Must score 85% or higher</p> <p>Foster Care Record Review</p> <p>A Foster Care Certification decision is made by the County Director</p> <p>Certification Decision is entered into the Registration and Transcript System (See <i>Entering Certification Decisions into the Transcript System</i> in this manual.)</p>	<p>Satisfactory completion of Foster Care Certification</p> <p>Adoption Track Field Practice Activities</p> <p>Adoption Track classroom training</p> <p>Adoption Knowledge Assessment (in class) Must score 85% or higher</p> <p>An Adoption Certification decision is made by the County Director</p> <p>Certification Decision is entered into the Registration and Transcript System (See <i>Entering Certification Decisions into the Transcript System</i> in this manual.)</p>

## Training Waivers

### **PURPOSE**

The Social Services Training Waiver Process has been in effect since December 2004. This process provides newly hired Social Services case managers, case managers advanced and case manager specialists who have significant child welfare experience, training and/or relevant education the opportunity to exempt portions of mandated new worker training and to attain certification in a shorter period of time.

### **TRAINING AND CERTIFICATION REQUIREMENTS FOR CASE MANAGERS**

Please refer to the following sections of this Manual for training and certification requirements for newly promoted or hired Social Services case managers and veteran case managers changing program areas:

- Overview of Training and Certification Sequence
- Certification When Changing Programs

No case manager is waived from the **certification process** regardless of experience/training/education. All new and veteran case managers must complete all requirements for certification in their assigned program area for the county director to make a certification decision.

### **CRITERIA TO APPLY FOR A TRAINING WAIVER**

**One of the** following criteria must be met to be eligible to apply for a training waiver for a new case manager:

- Full time employment in a child welfare administrative or supervisory position in Georgia DFCS or another state's public child welfare agency within the previous 24 months. During at least 12 months of the 24 months was responsible for supervision or administration in CPS, Foster Care, and/or Adoptions

**OR**

- Full time employment in a child welfare position in Georgia DFCS or in another state's public child welfare agency within the previous 24 months. During at least 12 months of the 24 months managed a child welfare caseload full time in CPS, Foster Care, and/or Adoptions. Also, has successfully completed Georgia's new case manager training series or the training requirements of the other state's public child welfare agency

**OR**

- Full time employment in a Georgia DFCS office as an employee of a temporary agency during the past 24 months and during at least 12 months of the past 24 months carried a caseload full time in CPS, Foster Care or Adoptions. Also has successfully completed Georgia's new case manager training or the training requirements of another state's public child welfare agency

**OR**

- Certification in Georgia DFCS as a CPS, Foster Care or Adoptions case manager or supervisor within five years prior to the current hire date

**OR**

- New hires who transferred to the Agency on Aging and have been re-hired by DFCS and who have a history of full time employment in a Georgia DFCS office during the past 24 months. During at least 12 months of the past 24 months carried a caseload full time in CPS, Foster Care or Adoptions. Also has successfully completed Georgia's new case manager training or the training requirements of another state's public child welfare agency

**NEWLY HIRED WORKERS NOT ELIGIBLE TO APPLY FOR A WAIVER**

- Newly hired staff who were hired, trained and worked for DFCS more than two years ago and never achieved certification in CPS, Foster Care or Adoptions in Georgia DFCS
- Newly hired Case Manager Associates
- Newly hired staff with social work experience in fields other than public child welfare

**ROLES AND RESPONSIBILITIES**

Applications for waivers must be recommended and approved by the county director and immediate supervisor. Prior to submitting the application, the county is responsible for determining that the case manager's previous training, education and experience have provided them with the knowledge, skills, and abilities to manage a caseload without completing all of the required classroom, online and field practice for new workers.

The Education and Training Services Section is responsible for reviewing the waiver request, determining if the new worker meets the guidelines for a waiver request, and if



guidelines are met, developing the individualized training plan. Communication regarding waiver requests will be sent electronically through the county director and/or immediate supervisor.

### **APPLICATION PROCESS**

Access the Application Training Waiver Form by going to [www.dfcs.dhr.georgia.gov/training](http://www.dfcs.dhr.georgia.gov/training), click on *Social Services Training*, and then click on *Waivers*. This form must be completed in full, including dates of prior training, and emailed to Adell Moore at [asmoores@dhr.state.ga.us](mailto:asmoores@dhr.state.ga.us). Only electronic waiver requests will be accepted. Turn around time for waiver requests will be 3-5 business days from the date a fully completed Request for Training Waiver form is received.

If you have any questions regarding the waiver process or changes outlined in the above memo, please contact Adell Moore at [asmoores@dhr.state.ga.us](mailto:asmoores@dhr.state.ga.us) or 706-726-0949.