



Student Handbook

2013-2014

Permanency & Adoption Competency Certificate



Table of Contents

Introduction.....	3
About the Permanency and Adoption Competency Certificate (PACC).....	4
About the Training on Adoption Competency (TAC).....	4
About Us.....	5
C.A.S.E. National Advisory Board.....	6
PACC Advisory Board.....	7
Learning Objectives for PACC.....	7
PACC Sessions.....	8
Homework policy.....	12
Final Project.....	14
Case Consultation.....	15
Evaluations.....	17
CEU's.....	18
Certificate Requirements.....	18
Current Calendar.....	19
Student Checklist.....	20
Clinical Hours.....	22
Other Policies.....	23
Attendance.....	23
Inclement weather.....	24
Refunds and withdrawals.....	24

Permanency & Adoption Competency Certificate



Welcome to the Center for Advanced Studies in Child Welfare and the Center for Adoption Support and Education's Permanency and Adoption Competency Certificate program. The PACC is a non-degree program designed to provide adult learner students with specialized knowledge and skills.

As a certificate program, the PACC is designed as a series of day-long workshops completed in sequence with a cohort of other professionals. Participants complete 15 sessions and six case consultations. Each classroom session involves approximately 1-2 hours of homework or pre-session assignments. In addition, there is a final group project that is designed to incorporate and apply the knowledge and skills gained in the PACC.

This exciting training program is in its third year of implementation after being pilot tested and rigorously evaluated at the University of Maryland School of Social Work and replication sites across the country. We believe that you will find this training to be both enriching and exciting, strengthening your clinical and practice skills in working with:

- Prospective adoptive parents
- Children and youth who are preparing to be adopted
- Adopted children, youth and adults
- Adoptive families, birth families and kinship families.

Completing the PACC offers you:

- In-depth, specific knowledge and skills for working with individuals, families and communities involved in permanency and adoption
 - Participants with a **clinical mental health background** will gain an understanding of the permanency and adoption process of children in the child welfare system and how that impacts the therapeutic process for foster and adopted individuals and families.
 - **Permanency and adoption child welfare workers** will gain an understanding of the clinical needs of children, youth and families involved in permanency and adoption, as well as knowledge of the interventions and therapies used by clinicians, so they can better advocate for appropriate clinical services for their clients.
- Networking opportunities with instructors and fellow students
- The PACC Certificate and the Training on Adoption Competency (TAC) certificate if you have a Master's degree*
- Listing on a database of certified permanency and adoption competent professionals serving the state of Minnesota
- Opportunity for a national credential (currently in development)*

*Graduates of the Permanency and Adoption Competency Certificate who have a baccalaureate degree and have met the other conditions above will receive the PACC Certificate and be able to petition for Training on Adoption Competency (TAC) Certificate upon successful completion of a master's degree in the future.

Permanency & Adoption Competency Certificate



About the Permanency and Adoption Competency Certificate (PACC)

Minnesota has a long, rich history of promoting best practices in adoption. The PACC was developed in response to community demand to meet the need for increasing the availability and competency of a professional workforce able to serve the unique and complex clinical and practice needs for adopted individuals and their families. The goal of PACC is to increase the number of qualified permanency and adoption mental health and child welfare professionals in the state who are able to work in collaborative and multicultural contexts.

In the mid-2000s, a group of adoption professionals, adoptive parents and other community service providers began a workgroup to address the need and lack of available services for post-adoption mental health support for adopted children, youth and families. This community group, in partnership with the Center for Advanced Studies in Child Welfare (CASCW), created a curriculum outline for an adoption competency certificate program and in presented this to a statewide stakeholder meeting and began the search for funding to begin curriculum development.

In 2010, the workgroup learned that the Center for Adoption Support and Education (CASE) was seeking replication sites for its adoption competency certificate program, Training on Adoption Competency (TAC). On behalf of the workgroup, CASCW was selected by CASE to be one of the replication sites. The TAC program is currently being implemented in three sites with an additional four sites implementing in the next year. The PACC also received major funding through the MN Department of Human Services, which generously provided financial assistance to participants as well as other programmatic costs.

The PACC consists of the full training curriculum of TAC along with additional modules that focus on additional clinical and practice issues relevant to Minnesota child welfare and mental health practitioners. In addition, PACC includes six months of clinical case consultations.

About the Training on Adoption Competency (TAC)

In 2007, the Center for Adoption Support and Education (C.A.S.E.) launched a multi-year initiative, Training and National Certification for Adoption Competent Mental Health Practitioners. C.A.S.E.'s Training for Adoption Competency (TAC) is the first major product of that initiative. TAC is a training that provides licensed mental health professionals with the knowledge, skills and values they need to provide adoption competent mental health services. This standardized, manualized training curriculum has been developed in collaboration with national experts in the field of child welfare, adoption and mental health and is designed to provide professionals in the mental health and child welfare fields with the clinical knowledge and skills that they need to effectively serve the adoption kinship network. The long term goals of TAC are to expand the access of prospective adoptive parents, adopted individuals, adoptive families and kinship families to adoption competent mental health professionals; to provide

Permanency & Adoption Competency Certificate



adoptive families with the mental health services they need to be stable and healthy and reduce rates of adoption disruption and dissolution; and to strengthen the post adoption services offered by the mental health and child welfare systems nationwide.

The TAC is a 13-session (78 hours) competency-based training program for licensed mental health clinicians who provide pre- and post-adoption services to prospective adoptive parents, birth parents, adopted persons, and adoptive and kinship families followed by monthly case consultation sessions over a 6-month period. Twelve sessions are classroom-based; one session is an at-home module; and the final session provides participants with an opportunity to integrate learning. Each session combines information sharing, written handouts and resources, and experiential learning, including case studies, role plays, and introspective work.

About CASCW



The Center for Advanced Studies in Child Welfare (CASCW or the Center) was established in 1992 with federal Title IV-E funding and a grant from the Bush Foundation. The Center brings the University of Minnesota together with county, tribal, state and community social services in a partnership dedicated to improving the lives of children and families involved with public child welfare. Substantial funding for the Center continues to come from federal Title IV-E funds and support from the University of Minnesota, the College of Education and Human Development and the School of Social Work.

CASCW's mission is to improve the well-being of children and families who are involved in the child welfare system by: educating human service professionals, fostering collaboration across systems and disciplines, informing policy makers and the public, and expanding the child welfare knowledge base.

About CASE



C.A.S.E. was created in May 1998 to provide post-adoption counseling and educational services to families, educators, child welfare staff, and mental health providers in Maryland, Northern Virginia, and Washington, D.C. In addition, C.A.S.E. is a national resource for families and professionals through its training, publications, and consultations. Its programs focus on helping children from a variety of foster care and adoptive backgrounds to receive understanding and support which will enable them to grow into successful, productive adults.

Permanency & Adoption Competency Certificate



About MN DHS

The Minnesota Department of Human Services (DHS) serves Minnesotans in all 87 counties and 11 tribes. MN DHS helps provide essential services to Minnesota's most vulnerable residents. Working with many others, including counties, tribes and non-profits, DHS helps ensure that Minnesota seniors, people with disabilities, children and others meet their basic needs and have the opportunity to reach their full potential.



Minnesota Department of **Human Services**

National Advisory Board for Training on Adoption Competency (TAC)

MaryLee Allen
Children's Defense Fund

Carol Bishop
The Kinship Center

Dr. David Brodzinsky
The Evan B. Donaldson Adoption Institute
Consultant and Researcher

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National Association of Social Work

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Adoption Director, State of Colorado

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Dr. Harold Grotevant
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Claudia Hutchison
Consultant

Jan McCarthy
Consultant

Dr. Ruth McRoy
Consultant and Researcher

Don Schmid
Consultant

Susan Smith
The Evan B. Donaldson Adoption Institute

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PACC Advisory Board

Ginny Blade
Cathy Bruer Thompson
Rachel Banks Kupcho
Ellen Lepinski
Dianne Martin-Hushman
Maria Kroupina
Krista Nelson

Alexis Oberdorfer
Jodi Raehsler
Mary Regan
Monica Seidel
Melissa Sherlock

Learning Objectives

The learning objectives for the training are that students will:

1. Learn the theoretical framework and therapeutic approach of adoption competent mental health practice
2. Understand the legal and ethical issues that impact adoption
3. Develop clinical skills in working with birth families, children and prospective adoption parents
In planning for adoption
4. Develop clinical skills in working with adopted children and youth and adoptive families on issues of loss, grief, separation, identity formation and attachment
5. Develop clinical skills in working with adopted children and youth and adoptive families on issues related to the impact of genetics and past experiences on adjustment and the psychological well being of adopted children
6. Learn how trauma impacts adopted children and tools and techniques to support recovery from adverse beginnings
7. Learn how to support adoptive parents in developing therapeutic strategies in response to their children's challenging behaviors
8. Develop assessment and intervention skills with different types of adoptive families and with birth families
9. Learn the developmental stages of adoptive families and the process of adoptive family formation and integration
10. Develop skills in working with adopted children, youth and adults, adoptive families and birth families on issue of openness and ongoing connections
11. Develop an understanding of the racial, ethnic and cultural issues in adoption and how to work with transracial and transcultural families
12. Learn how to assess and refer adoptive and birth families to adjunct therapies for adopted children and youth

Permanency & Adoption Competency Certificate



13. Learn how to work effectively with service systems and the community on behalf of adoptive families
14. Understand the child welfare system and its impact on children's adjustment in foster and permanency families
15. Understand the impact of generational and historical trauma on oppressed populations that are overrepresented in the child welfare system, foster and other permanency settings

PACC Sessions

* Sessions designated with an asterisk are TAC modules

Adoption History, Law and Process*

- Adoption history and law
- The different ways that children are placed with adoptive families
- Personal beliefs about adoption and the myths about adoption that clinicians may encounter in clinical work with children, youth and families.
- Skills in assisting clients with clinical issues related to the adoption process itself, including the court process
- Legal mandates regarding confidentiality and mandatory reporting of child maltreatment within the context of adoption

Introduction to Adoption Competent Mental Health Practice*

- The definition of "adoption competency" for mental health professionals
- The principles that comprise the theoretical and philosophical framework for the provision of adoption competent mental health services.
- Application of principles in building therapeutic relationships with adopted persons, adoptive families and kinship families and birth families.
- Role of race/ethnicity, class, gender/sexual orientation and birth family culture in adoption
- How biases and beliefs regarding adoption that may impact on clinical practice with adopted persons, adoptive families, and birth families

Child Welfare Policy and Practice

- Child welfare history

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- Child welfare policies
- The impact of federal and state policies on child welfare and permanency practice
- The process in which a child moves through the child welfare system
- Racial disparities

Permanency and Adoption Through the Lens of the Relational Worldview

- The differences between the linear and relational worldview
- Diverse perspectives and definitions of permanency
- Impact of historical and generational trauma and grief on populations
- Clinical interventions for addressing historical and generational trauma/grief

Clinical Issues in Planning, Preparing for and Supporting Adoption *

- The differences between adoption and being in one's family origin and between adopting and giving birth to a child
- Family dynamics as a result of these differences
- Clinical skills in working with adoptive families on these issues
- The planning process for adoption
- Issues that may arise in preparing children and youth, prospective adoptive parents, kinship families and birth families for adoption
- Specific modalities that clinicians can use in this preparation process and practice the use of these modalities

Clinical Issues in Providing Therapeutic Services: Grief, Loss, and Separation *

- The qualities of an adoption competent assessment and how to conduct such an assessment
- The developmental stages of the adopted child
- Loss, grief and separation
- Grief and separation from the perspective of the adopted person, adoptive families and birth families
- Use of a grief model to develop/strengthen skills in working with adopted children, youth, and adults; birth parents in relation to voluntary relinquishment and involuntarily termination of parental rights; and adoptive parents
- Evidence-informed clinical interventions that address these clinical issues

Trauma and Brain Neurobiology *

- The impact of trauma on adopted children
- Tools and techniques to support children's recovery from trauma
- Research on early brain development

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- The neuro-developmental impact of abuse, neglect and trauma in early childhood and the positive and negative implications of brain neurobiology on child and youth developments
- Clinical skills in intervening in response to the neuro-developmental impact of abuse and neglect in childhood
- Childhood anxiety disorders

Clinical Issues: Attachment *

- Attachment: healthy attachment styles, sibling separation, the match or mismatch in attachment styles of child and parent and the impact of foster care and institutional placement on attachment
- Evidence based practices to assess attachment and promote recovery
- The impact of genetics and past experience on developmental outcomes and the range of environmental, relational, and organic stresses that can impact well being
- Clinical skills to assist parents to understand the impact of early adversity on the child and how to promote recovery

Adopted Adolescents and Identity Development*

- Adolescent development
- Key areas of development in early, middle and late adolescence
- The concept of emerging adulthood
- The effects of abuse and neglect on adolescent development
- The process of identity development for all adolescents
- The specific identity development process for adopted adolescents
Adoptive identity formation
- The role of parenting in strengthening their youth's identity formation
- Clinical interventions to help adopted adolescents strengthen identity development
- the role of positive youth development in supporting adopted adolescents' identity development

Adoptive and Birth Families*

- Different types of adoptive families and the clinical issues that different types of adoptive families may experience
- Clinicians' own views and beliefs about different types of adoptive families and how they may impact clinical work with those families
- Clinical skills to work effectively with different types of adoptive families
- The needs of birth family members
- The clinical issues that birth family members – birth mothers and birth fathers and extended birth family members -- may present

Permanency & Adoption Competency Certificate



- Clinical skills to address these issues
- Clinicians' own views and beliefs that may affect our effectiveness in working with birth families

Adoptive Family Formation, Integration, and Developmental Stages *

- The phases of adoptive family development and the normative challenges in adoptive family development
- Clinical issues that impact adoptive family formation and integration
- Clinical skills in working with adoptive families on these issues
- The developmental stages for the adopted person
- Factors that contribute to adoption instability
- Clinical skills in working with adoptive families to prevent disruption/dissolution, support adoptive parents in their parenting roles, help adoptive families cope with stress and promote healthy family development
- Clinical skills to assist families when out of home placement or adoption dissolution occurs

Working With Adoptive Parents to Manage Challenging Behaviors*

- The behavioral implications of early trauma and attachment disruption
- Skills in differential diagnosis and multidisciplinary team planning
- Clinical knowledge and skills in helping adoptive parents identify child behaviors of concern and managing behavior problems
- The role of genetics in a variety of medical and psychological conditions and the potential impact of behavior
- Clinical skills in assisting adoptive parents in managing and using appropriate interventions, such as Cognitive Behavioral Therapy, with the children and adolescents who are engaging in severe behaviors
- Additional considerations in working with adoptive parents in managing their children's behavior

Openness in Adoption*

- Children's connections to the past and to their birth families
- The impact of secrecy
- The benefits of openness in adoption
- The continuum of openness and the clinical issues along this continuum
- Clinical skills to help children integrate their histories
- Clinical skills in assisting adoptive parents in exploring connections with birth family, opening a closed adoption, and closing an open adoption

Permanency & Adoption Competency Certificate



- Clinical issues in search and reunion, including skills in working with families post-reunion
- The impact of birth family culture on adopted persons, adoptive families and birth families and identify
- Clinical skills in assisting adoptive families in understanding and integrating birth family (and birth country) culture into their family life

Race and Ethnicity*

- How race structures the lives of children and families, looking specifically at families when the child is minority and the parents are white
- Clinical skills in recognizing and talking about race in the clinical setting
- The impact of discrimination, prejudice, and racism on families, particularly transracial families
- Racial socialization and the factors that support healthy racial and ethnic identity
- Clinical skills in helping adopted persons develop a healthy racial, cultural and ethnic identity, supporting parents in developing or strengthening their ability to provide their minority children with survival skills and helping parents preserve their child's racial and cultural heritage

Integrating Knowledge, Values and Skills*

- Bringing together all that has been learned: knowledge, skills
- **Final Project presentation**

Homework policy

Most of the sessions require outside work that will need to be completed prior to the in-class session. The homework or pre-session assignments may include reading articles or book excerpts, viewing videos or listening to audio recordings, completing a quiz, or writing and submitting a short reflective essay.

There are no textbooks or materials that you will need to purchase for this certificate program; however you will need access to the internet to download the reading materials, handouts and student packet for each class, as well as to access video and audio recordings. Some students choose to download the materials on to a tablet or electronic reader, or you may print them out and bring to class.

You will receive a username and password for the website. All materials for each session are posted on the following website:

http://adoptionssupport.org/?page_id=1169

Permanency & Adoption Competency Certificate



Prior to each session, go to this website and download the Student Packet and the Handouts for the session. The Student Packet contains:

- An overview of each session
- The agenda for the session
- The pre-session assignments
- A reading list on the subject
- All handouts for the session

Please note: None of the materials in the Student Packet will be distributed in class. Bring all materials with you.

The pre-session assignments are essential to your learning. As the name makes clear, all pre-session assignments must be completed. If there is an assignment that must be provided to your instructor prior to class, your instructor will instruct you on the time frames for submitting them. In these cases, the following guidelines regarding your pre-session assignments apply:

- All pre-sessions assignments must be submitted in one submission to your teacher. Do not submit materials in piece-meal fashion. Your teacher can credit you for completing your pre-session assignments only if you submit all assignments for the session in one submission.
- You must adhere to the submission timeframe provided by your teacher. Your teacher may extend the time frame, using her/his discretion, no more than two times. Failure to submit pre-session assignments on time without the teacher's approval on the first two occasions or at any time after the first two times will mean that you will no longer be eligible for a certificate of completion.

Participant expectations:

- ***Our sessions will start and end on time.*** If you have any questions or comments about this guideline, please speak with the trainers following the sessions.
- ***Cell phones and pagers are to be turned to silent or vibrate before the training begins.***
- ***Each participant is expected to actively engage in the training.***
- ***We ask all participants to respect the confidentiality of personal information that is shared in the training.***
- ***We ask all participants to respect the diversity of the individuals in the group, whether the diversity be cultural, gender, age, sexual orientation, education level and background, or personal relationship to adoption.***
- ***We ask participants to share any concerns with the trainers as soon as they arise so that we have the opportunity to address – and hopefully, resolve – those concerns.***

Permanency & Adoption Competency Certificate



Student Feedback on Modules

- *Please complete your feedback on each module immediately following each session. You will receive an e-mail with a link to the online form embedded in the e-mail; if you have not completed the form within a week, you will receive reminder(s). You may also access the student feedback form for each module via the C.A.S.E. TAC website.*

To receive CEU credits for attending each session, you must sign in and out of the session and provide feedback (complete the evaluation).

Final Project

The final project is a case analysis that reflects what students have learned in the training program. It is the opportunity for students to demonstrate that they have begun to acquire the necessary knowledge and skills to effectively and skillfully practice as adoption competent professionals.

Students plan and present their final project in pairs. In the case of an uneven class number, a triad may be formed. Students will need to meet outside of class time or through lunch time to prepare for their presentations.

The case presentation should be based on an actual case that one of the students is currently carrying. Should the group not have such a case, the students should consult with their instructors. Groups will be assigned one of the following:

- A case involving work with a family who is planning and preparing to adopt
- A case involving significant issues of grief and loss for a child
- A case involving issues of racial identity
- A case involving work with a family regarding their child's challenging behaviors
- A case involving a child's significant trauma history
- A case involving a child's disorganized attachment
- A case involving work with birth parents on issues of loss and grief
- A case involving adoptive family development issues
- A case involving issues of openness in adoption

The presentation must include:

- A genogram and ecomap of the foster/kinship/adoptive family constellation
- Identified problems and issues related to permanency
- An assessment based on theoretical frameworks and concepts learned in class
- Treatment and intervention strategies that you would apply or would request

Permanency & Adoption Competency Certificate



- Examples of how you would integrate information and materials from the training into your work with this particular case
- Aspects of the case that would be challenging to you and why
- Citations of authors that have been discussed in class or read, online materials and information from experts presented in the trainings
- References

Depending on the number of groups and the time, each group will present an oral presentation of up to 30 minutes in length during the last session. Students may use creative presentation formats, including but not limited to power point, video tape or other media. Students will need to allow time for questions.

The final project will be evaluated by the instructors for:

- Completeness (all project elements are submitted on time and thoroughly completed)
- Quality of final materials and presentation
- Integration of the requirements of the case analysis above

Groups will work on the final project throughout the year and submit at various times throughout the year. Final project assignments must be submitted in complete and final form by the stated due dates to their instructors. Late or incomplete submissions will not receive credit. If groups find they are going to be unable to complete a portion of their group project on time, extensions must be obtained in advance. Only one late submission per group will be accepted. Additional late or incomplete submissions result in ineligibility for the certificate.

Instructors will rate presentations and case analysis as:

- Meets standards at superior level
- Meets standards at satisfactory level
- Meets standards at minimum level
- Requires improvement

Please see the attached Final Group Project packet for more information and a sample of a previous group's final project.

Case Consultation

Case consultations are an integral component of the PACC. The goal of providing consultation is to promote the integration of adoption competent knowledge, skills and values imparted throughout the

Permanency & Adoption Competency Certificate



training and strengthen students' ability to incorporate adoption competencies in their clinical practice with adopted persons, adoptive families, and birth parents and extended family members.

Learning Objectives: Students, within the context of cases presented and discussed, will be able to:

- Demonstrate an understanding of the nature of adoption as a form of family formation and the different types of adoption.
- Identify common developmental challenges in the experience of adoption and articulate their implications for clinical intervention.
- Identify clinical issues associated with separation and loss and attachment and articulate their implications for clinical intervention.
- Identify clinical issues associated with a history of abuse, neglect and/or trauma and articulate their implications for clinical intervention.
- Demonstrate use of a range of evidence-based therapies to effectively engage adoptive families toward the mutual goal of helping the child to heal.
- Demonstrate an understanding of the characteristics and skills that make adoptive families successful.
- Demonstrate specific strategies for empowering parents to assume parental entitlement and authority.
- Demonstrate specific strategies for assisting adoptive families to strengthen or develop and practice parenting skills that support healthy family relationships.
- Demonstrate cultural competence with respect to the racial and cultural heritage of children and families and the culture of families.
- Demonstrate the use of family-based, strengths-based, and evidence-based approaches to working with adoptive families and birth families.
- Demonstrate the use of developmental and systemic approaches to understanding and working with adoptive families and birth families.
- Demonstrate skill in advocating with other service systems on behalf of adoptive families.

Students presenting cases for consultation are expected to do the following:

- Prepare a 1+ page summary of the case using the outline below and send the summary to the instructor at least one day in advance of the case consultation session; bring a sufficient number of copies for other students.
- Following the case summary outline, present the “basic” information about the case.
- Actively listen and contribute, as appropriate, to the consultation discussion.
- At the conclusion of the consultation, formulate a statement about what “next steps” are planned, based on consultation.

Permanency & Adoption Competency Certificate



Students not presenting are expected to:

- Actively engage in the case consultation process by listening carefully and asking clarifying questions, as needed.
- Actively contribute to the case consultation discussion.
- Provide feedback to presenting students

Case Summary Outline

1. Presenter's role in case
2. Description of family:
 - Family constellation, type of adoption, adoption history; include genogram
3. Presenting problem/issues:
 - Problem(s)/issue(s) initially identified by family
4. Clinician's or practitioner's assessment:
 - Developmental issues – presence and implications for clinical intervention
 - Clinical issues associated with separation and loss and attachment and implications for clinical intervention.
 - History of abuse, neglect and/or trauma – presence and implications for clinical intervention. Clinical intervention(s) to date:
5. Intervention(s) used or sought, rationale for selection/use, and response to date.
 - Other community systems involvement/intervention (e.g., court, CPS, education, etc.), response to date, and therapist engagement of other systems.
6. Issue prompting case consultation:
 - Specific statement of dilemma or question to be addressed.

Evaluations

Evaluation: As part of the PACC, we conduct an evaluation of the program. The evaluations of the TAC modules have been developed by PolicyWorks, Ltd., an independent evaluation firm working with CASE. For the Minnesota-specific modules, the evaluations have been developed by CASCW.

Participation in the evaluations are very important to the long-term goals of PACC. The evaluation includes:

- Pre-test of core competencies prior to the beginning of the first PACC session
- Self-assessment questionnaire
- Feedback on each training module
- Feedback on final project

Permanency & Adoption Competency Certificate



- Overall program feedback
- Post-test of core competencies
- Post-program follow-up survey and/or interviews

After each session we will be asking you for your feedback on the session. You will receive an email shortly after each session with a link to the feedback form. This feedback will help us make improvements to the program.

CEU's

Each PACC session is 6 to 6.5 CEU credits for a total of 96.5 classroom continuing education units. Upon completion of each evaluation, you will receive a CEU for that session. The case consultations provide 18 total hours of CEU credits, for a total of 114.5 CEU's for the certificate.

Certificates & Eligibility for Certificate

Upon completion of all 15 sessions in the PACC and the six months of clinical case consultation, participants will receive their certificate. They will also be entered at that time in our Minnesota specific searchable data base as having completed the PACC and be listed on a national registry by CASE as having completed the TAC.

To be eligible for the ***Permanency and Adoption Competency Certificate***, participants must have met the following conditions:

- Hold a master's level degree in social work, counseling, psychology (or related degree)
- Attend each in-person session
- Complete each self-guided, on-line session
- Complete final project
- Attend each case consultation session

Graduates of the Permanency and Adoption Competency Certificate who have a **baccalaureate degree** and have met the other conditions above will receive a ***Certificate of Attendance*** and be able to petition for the Permanency and Adoption Competency professional certificate upon successful completion of a master's degree in the future.

Permanency & Adoption Competency Certificate



To be eligible for listing on the **Permanency and Adoption Competency Certificate Professional Directory** on the CASCW website, participants must have met the following conditions:

- Attend each in-person session
- Complete each self-guided, on-line session
- Complete final project
- Attend each case consultation session

Also under development is a national credential for professionals providing adoption and permanency services. C.A.S.E. and TAC staff are engaged in that development and additional information will be forthcoming on this website as it is made available.

Current Calendar

Date	Time	Session
9/1/13	Self-Guided	Adoption History, Law and Process (Self-guided)
9/13/13	8:30am-4:30pm	Introduction to Adoption Competent Mental Health Practice
	Self-Guided	Child welfare policy and process
10/4/13	8:30am-4:30pm	Permanency and Adoption through the lens of the Relational Worldview
10/25/13	8:30am-4:30pm	Clinical and Ethical Issues in Planning, Preparing for and Supporting Adoption
11/15/13	8:30am-4:30pm	Clinical Issues in Providing Therapeutic Services: Grief, Loss, Separation and Identity
12/6/13	8:30am-4:30pm	Trauma and Brain Neurobiology
1/3/14	8:30am-4:30pm	Clinical Issues in Providing Therapeutic Services: Attachment
1/24/14	8:30am-4:30pm	Adopted Adolescents and Identity Formation
2/14/14	8:30am-4:30pm	Adoptive and Birth Families
3/7/14	8:30am-4:30pm	Adoptive Family Formation
3/28/14	8:30am-4:30pm	Working with Adoptive Parents on Managing Children's Behaviors

Permanency & Adoption Competency Certificate



4/18/14	8:30am-4:30pm	Openness in Adoption
5/9/14	8:30am-4:30pm	Race and Ethnicity
5/30/14	8:30am-4:30pm	Integrating Knowledge, Values and Skills
6/13/14 6/27/14	8:30am-4:30pm	SNOW DAYS – make up days in case of weather

Student Checklist for the Permanency and Adoption Competency Certificate

This checklist was created to help you and the instructors keep track of your progress through the certificate program.

- If you are taking the Permanency and Adoption Competency Certificate program for the certificate of completion (and for eligibility for the national credential upon its development), you must:
 - Attend each session,
 - Complete all assignments that require submission to the instructors, and
 - Complete the final project.
- To be eligible for CEU's for any or all sessions, you must attend each session and complete the evaluation/feedback forms.

Please note all instructions for assignments are located in the Student Packet for each module, on the C.A.S.E. website. This checklist does not include instructions or links to materials or readings.

Log in using your unique username (login) and ID number (password). I suggest you fill in these on this form at this time as a reminder.

Username (login): _____

ID Number (password) _____

Assignment or Task:	Completed
Pre-test on Adoption Competencies	
Pre-test on CW & Relational Worldview	
Pre-training Self-Assessment	
Session: Adoption History, Law and Process (Self-guided) - Downloaded	

Permanency & Adoption Competency Certificate



Complete evaluation on Adoption History, Law and Process	
Session: Introduction to Adoption competent Mental Health Practice – attended session	
Assignments completed and submitted to instructor	
Complete evaluation for Intro to Adoption Competent Mental Health Practice module	
Session: Child Welfare Policy and Process (Self-guided) - Downloaded	
Complete evaluation for Child Welfare Policy and Process	
Session: Permanency and Adoption Through the Lens of the Relational Worldview – attended session	
Complete evaluation/feedback for Permanency and Adoption – Relational Worldview module	
Session: Clinical and ethical Issues in Planning, Preparing for and Supporting Adoption – attend session	
Assignments completed and submitted to instructor	
Complete evaluation/feedback for Clinical and Ethical Issues in Planning, Preparing for and Supporting Adoption Module	
Session: Clinical Issues in Providing Therapeutic Services: Grief, Loss, Separation and Identity – attend session	
Assignment completed and submitted to instructor	
Complete evaluation/feedback for Grief, Loss, Separation and Identity module	
Session: Trauma and Brain Neurobiology – attend session	
Assignments completed and submitted to instructors	
Complete evaluation/feedback for Trauma and Brain Neurobiology	
Session: Clinical Issues in Providing Therapeutic Services: Attachment – attend session	
Assignments completed and submitted to instructors	
Complete evaluation/feedback for Attachment module	
Inquiry on Practice Changes assessment	
Session: Adopted Adolescents and Identity Formation	
Assignments completed and submitted to instructor	
Complete evaluation/feedback for Adopted Adolescents and Identity Formation	
Session: Adoptive and Birth Families – attend session	
Assignments completed and submitted to instructor	
Complete evaluation/feedback for Adoptive and Birth Families module	
Final Project case scenario summary (1-2 pages) submitted to instructor	
Session: Adoptive Family Formation, Integration and Developmental Stages – attend session	
Assignments completed and submitted to instructors.	
Complete evaluation/feedback for Adoptive Family Formation, Integration & Development module	
Session: Working with Adoptive Families in Managing Children’s Challenging Behaviors – attend session	
Assignments completed and submitted to instructors	

Permanency & Adoption Competency Certificate



Complete evaluation/feedback for Managing Challenging Behaviors module	
Final Project case analysis presentation outline and reference draft due. Submit to instructor.	
Session: Openness in Adoption and Birth Family Culture – attend session	
Assignments completed and submitted to instructor.	
Complete evaluation/feedback for Openness module	
Session: Race and Ethnicity – attend session	
Assignments completed and submitted to instructors	
Complete evaluation/feedback for Race and Ethnicity module	
Final Project – final case description, outline and reference page due	
Session: Integrating Knowledge, Values and Skills – attend session	
Complete evaluation/feedback on Final Project	
Complete evaluation/feedback on Module series	
Post-test on Adoption competencies	
Post-test on CW and Relational Worldview	
Post-training Self-Assessment	
Inquiry on practice changes assessment #2	

Clinical Content Areas by Module

Each PACC session is 6.5-7 CEU credit for a total of 96.5 continuing education units. Upon completion of each evaluation, you will receive a CEU for that session.

Session	# of hour	Differential diagnosis and biopsychosocial	Assessment based treatment planning	Intervention methods	Evaluation methodologies	Ethics and values	Cultural Assessment
Adoption History, Law and Process	6			1		1	.5
Introduction to Adoption Competent Mental Health Practice	6.5	.75	.75	2.5		1.5	.5
Child Welfare Policy and Process	6			1		1	.5
Permanency and Adoption & Relational Worldview	6.5					2	4
Clinical and Ethical Issues in Planning, Preparing for and	6.5	1	1	3		1	.5

Permanency & Adoption Competency Certificate



Supporting Adoption							
Clinical Issues: Grief, Loss and Separation	6.5	1	1.5	3.5		.5	
Trauma and Brain Neurobiology	6.5	1	2	3		.5	
Attachment	6.5	1	2	3		.5	
Adopted Adolescents and Identity Formation						.5	
Adoptive and Birth Families	6.5	.75	1.5	3.25		.5	.5
Adoptive Family Formation, Integration, and Developmental Stages	6.5	1.5	2	2.5		.5	
Working with Adoptive Parents on Promoting Positive Identity and Managing Challenging Behaviors	6.5	.75	.5	4.75		.5	
Openness in Adoption and Birth Family Culture	6.5	1.25	1.5	1.5		1.5	.5
Race and Ethnicity	6.5	1.25	1.5	.75		1.5	1.5
Integration	6.5	2	2	4		1	.5
TOTAL		12.75	16.75	34.75	0	14	9

Other Policies

Attendance policy

The PACC is a cohort-model program, not a cafeteria style program. Participants in the PACC are expected to attend all 15 sessions and the 6-months of post-training case consultation sessions.

Illness, medical emergencies, inclement weather, jury duty and other issues may impact attendance. One absence per program is excused; participants are responsible for notifying their trainer(s) and the program coordinator regarding absences.

More than one absence requires participants to make up missed sessions in order to receive the certificate. Participants *may* take the missed session the following year. Participants who miss a session and make up the missed session during the following year will receive their certificate of attendance/completion and eligibility for a future national credential upon completion of the make-up session, provided all other certificate requirements have been fulfilled.

Permanency & Adoption Competency Certificate



Currently, there is not an opportunity for participants to make up a missed sessions during the current year.

Inclement weather policy

In the case that the building is closed due to inclement weather, the session will be closed. When possible, the program coordinator and/or trainer will send each participant a notice by phone (if provided) and email that the session may be cancelled within 24 hours of the start time of the session.

In the event that a session is cancelled, the topics will be shifted and a snow date will be used. In the event that more than one make-up date is needed, you will be notified by the program manager of additional dates.

Refunds and withdraws

Refunds for withdrawing from the PACC will be issued according to the following time lines:

Date of cancellation	Refund amount
Up to 30 days prior to start date	Full tuition refund, less registration fee
29 to 14 days prior to start date	50% tuition refund, less registration fee
Less than 14 days prior to start date	No refund
After PACC program has begun	No refund