



**CHARTING THE COURSE TOWARDS PERMANENCY
FOR CHILDREN IN PENNSYLVANIA:
A Knowledge and Skills-Based Curriculum**

**MODULE TEN (10)
Making Permanent Connections: Outcomes for
Professional Development**

Standard Curriculum

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**Revised
August 2011**

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Acknowledgements

The Pennsylvania Child Welfare Training Program would like to thank the following people for their assistance in the 2009-2011 revisions of *Making Permanent Connections: Outcomes for Professional Development*:

| | |
|-------------------|-----------------------------------------------------|
| Susan Adamec | Susquehanna County Services for Children and Youth |
| David Arnold | Greene County Children and Youth Services |
| Khary Atif | Philadelphia Department of Human Services |
| Linda Badger | Schuylkill County Children and Youth Services |
| Lori Baier | Lycoming Children and Youth Services |
| Debbie Bauer | Trainer |
| Laura Borish | Pennsylvania Child Welfare Training Program |
| Tonya Burgess | Pennsylvania Child Welfare Training Program |
| Eleanor Bush | Statewide Adoption and Permanency Network |
| Robin Chapolini | Trainer |
| Natalie Chesney | Snyder County Children and Youth Services |
| Pam Cousins | Elk County Children and Youth |
| Colleen Cox | Delaware County Children and Youth Services |
| Charles Crimone | Somerset County Children and Youth Services |
| Patricia Dervish | Trainer |
| Katie A. Davis | Pennsylvania Child Welfare Training Program |
| William Dougherty | Pennsylvania Child Welfare Training Program |
| Marilou Doughty | Montgomery County Office of Children & Youth |
| June Fisher | Private Consultant/Trainer |
| Emma Fox | Northwestern Human Services |
| John Fox | Greene County Children and Youth Services |
| Mary E. Grant | Delaware County Children and Youth Services |
| Lisa Hand | Northampton County DHS Children, Youth and Families |
| Wendy Hoverter | Cumberland County Children and Youth Services |
| Donna Krieger | Springfield Counseling Services |
| Daniel Krikston | Trainer |
| Tom Lacey | Montgomery County Office of Children & Youth |
| Evelyn López | Philadelphia Department of Human Services |
| Molly Mandes | Delaware County Children and Youth Services |
| Shawn McAuley | Cameron County Children and Youth Services |
| Julie McCrae | University of Pittsburgh |
| Angela McLarnon | Delaware County Children and Youth Services |
| Jan Miller | Pennsylvania Child Welfare Training Program |
| Kurt Miller | Lancaster County Children and Youth |
| Leslie Molvihill | Montgomery County Office of Children and Youth |
| Kathleen Moore | Trainer |
| Joan Mosier | Trainer |
| Kristin Murphy | Delaware County Children and Youth Services |
| Edward Nowak | Trainer |
| Tina Phillips | Pennsylvania Child Welfare Training Program |

| | |
|------------------|----------------------------------------------------------|
| Shauna Reinhart | Pennsylvania Child Welfare Training Program |
| Elizabeth Roken | Delaware County Children and Youth Services |
| Jeanne Schott | Pennsylvania Child Welfare Training Program |
| April Seeley | Bradford County Children and Youth Services |
| Chuck Songer | Pennsylvania Children & Youth Administrators |
| Kathleen Swain | Pennsylvania Child Welfare Training Program |
| Charlene Templin | Allegheny Office of Children, Youth and Families/Trainer |
| Caroline Tyrrel | York County Children and Youth Services |
| Doug Waegel | Chester County Department of CYF/Trainer |
| Rose Weir | Snyder County Children and Youth Services/Trainer |
| Mike Whitney | Erie County Office of Children and Youth |
| Jane Zupancic | Washington County Children and Youth Services |

The Training Program would also like to express its appreciation to all the dedicated child welfare and other related professionals that assisted with the original version and first revision of the curriculum that helped make this curriculum a reality.

Module 10: Making Permanent Connections: Outcomes for Professional Development

Agenda for One-Day Workshop on Module 10: Making Permanent Connections: Outcomes for Professional Development

| Estimated Time | Content | Page |
|-----------------------|--------------------------------------------------------|-------------|
| 30 minutes | Section I: Introduction to Professional Development | 1 |
| 1 hour, 30 minutes | Section II: Personal Safety | 4 |
| 2 hours | Section III: Personal Well-Being | 10 |
| 1 hour, 40 minutes | Section IV: Personal Permanence | 19 |
| 20 minutes | Section V: Closing, Recognition and Evaluation | 26 |

Module 10: Making Permanent Connections: Outcomes for Professional Development

Section I: Introduction to Professional Development

Estimated Length of Time:

30 minutes

Performance Objective:

- ✓ Given a review handout, participants will be able to correctly match the concept with the explanation with 70% accuracy.

Methods of Presentation:

Lecture, individual and large group activities

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart pads
- ✓ Colored markers
- ✓ Name tents
- ✓ Laptop, LCD projector and screen or overhead projector and screen
- ✓ 6 packs of 3X5" Post-It Notes, in varying colors
- ✓ **Power Point Slide #1 (Title)**
- ✓ **Power Point Slide #2 (Matching Game) & Handout #1 (Matching Game)**
- ✓ **Power Point Slide #3 (Section I)**
- ✓ **Power Point Slide #4 (Training Room Guidelines and Cohort List)**
- ✓ **Power Point Slide #5 (Agenda) & Handout #2 (Agenda)**
- ✓ **Power Point Slide #6 (Learning Objectives)**
- ✓ **Power Point Slide #7 (Competencies)**
- ✓ **Power Point Slide #8 (Matching Game Answers) & Trainer Resource #1 (Matching Game Answer Key)**

Section I: Introduction to Professional Development

Trainer Note: Prepare the training room in advance by placing name tents, markers, Post-It Notes and handout packets (if using) at each table. Prepare a flip chart sheet for the wall entitled “WIIFM” (What’s In It For Me?) for use later in this section. **Power Point Slide #1 (Title)** should be displayed as participants enter the room.

Step 1: (15 minutes) **Welcome and Introductions**

As participants arrive, greet each one. Have participants complete their name tents (name only) upon arrival and request that they complete **Handout #1 (Matching Game)** individually while awaiting others' arrival. Display **Power Point Slide #2 (Matching Game)** while they are working on the handout.

Once all the participants have arrived, open the training by introducing yourself, noting the information on **Power Point Slide #3 (Section I)**.

Trainer Note: In *Module 1* of the *Charting the Course* curriculum, the participants may have prepared their cohort’s list of training guidelines to supplement the standard list.

Display **Power Point Slide #4 (Training Room Guidelines and Cohort List)**. Review the identified training room guidelines:

- ✓ Be on time.
- ✓ Keep to the training schedule – 9:00 to 4:00 with breaks.
- ✓ Document your presence - sign-in sheet.
- ✓ Provide constructive and motivational feedback.
- ✓ Demonstrate respect.
- ✓ Be willing to take risks that will help participants learn and try out new skills in the safety of the classroom.
- ✓ Remember: Practice makes permanent.
- ✓ Focus on Learning - No cell phones & only contact office for emergencies.

Then determine whether there is a supplemental cohort list. Review it also, and if one is available, hang up a copy.

Distribute **Handout #2 (Agenda)** and display **Power Point Slide # 5 (Agenda)**. Review the agenda, answering any questions the participants may have.

Review **Power Point Slide #6 (Learning Objectives)** and **Power Point Slide #7 (Competencies)**. Then ask participants to think of one thing that they want to learn, keeping this personal focus in mind. Instruct them to write this thought on a Post-It Note and place it on the WIIFM poster. Once everyone has participated, review the items listed, delineating ones that will and will not be addressed in the training. Advise

participants that, at the end of the training, the WIIFM poster will again be reviewed in order to assure that all of the concerns and questions have been addressed.

Step 2: (15 minutes)
Review

Remind participants that they have learned a variety of skills throughout the *Charting the Course* series, designed to increase their knowledge and skill levels in engaging children, youth, families and other systems partners. Review **Handout #1 (Matching Game)** while displaying **Power Point Slide #8 (Matching Game Answers)**, asking participants to call out the answers to each question as you identify the question number.

| |
|--------------------------------------------------------------------------------------------------------------------|
| <p>Trainer Note: Use Trainer Resource #1 (Matching Game Answer Key) to assure correct responses.</p> |
|--------------------------------------------------------------------------------------------------------------------|

Remind participants of the knowledge or skill associated with the answer if they are having difficulty retrieving the answer. When the review is complete, note that these are some of the overarching concepts learned throughout the *Charting the Course* series. Inform participants that they have just reviewed some of the previously-learned knowledge and skills but will now turn their focus to how to apply these in a different way.

Remind participants that their focus throughout the series has been to look at the safety, permanence and well-being of children and families. The previous modules focused on the knowledge, skills and attitudes needed by child welfare professionals. One critical piece that has not been fully explored is the impact of child welfare work on the child welfare professional. This workshop will attempt to take some of the knowledge, skills and attitudes learned in regard to professional-to-client interaction and functioning and shift the focus to how safety, well-being and permanence apply to participants.

Using the knowledge and skills gained in working with families, child welfare professionals can explore their own safety, permanence and well-being. For instance, one can use tuning in to self as a way to think about one's own stress level, use exception-finding questions with self to discover ways to overcome stress-related symptoms or use scaling questions regarding commitment to lessening stress and increasing self-care. Note that participants will explore the principles of trauma-informed care, the impact of ethics and the ongoing process of professional development. To continue this exploration, they will now turn their attention to one of the first areas of ongoing professional development: personal safety.

Module 10: Making Permanent Connections: Outcomes to Professional Development

Section II: Personal Safety

Estimated Length of Time:

1 hour, 30 minutes

Performance Objectives:

- ✓ Provided with a description of the physical effects of trauma-informed care information, participants will be able to identify with their small group 3-5 trauma-related effects that one or more of the group has personally experienced.
- ✓ Given an overview of the emotional effects of trauma and secondary trauma, participants will be able to create in their small group a list of at least 5 ways to ensure emotional safety for themselves.

Methods of Presentation:

Lecture, video, individual and small group activities, large group discussion

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart pads
- ✓ Colored markers
- ✓ Blank paper – 2 sheets per group
- ✓ Laptop, LCD projector and screen or overhead projector and screen
- ✓ “Caregivers’ video
- ✓ **Power Point Slide #9 (Section II)**
- ✓ **PowerPoint Slide #10 (Think-Pair-Share Activity)**
- ✓ **PowerPoint Slide #11 (Caregivers Video)**
- ✓ **Power Point Slide #12 (Personal Safety Conversation)**
- ✓ **Power Point Slide #13 (Effect of Trauma?)**
- ✓ **Power Point Slide #14 (Have you...)**
- ✓ **Power Point Slide #15 (Basic Principles to Assure Safety) & Handout #3 (Basic Principles to Assure Physical Safety)**
- ✓ **Power Point Slide #16 (Emotional Safety)**
- ✓ **Power Point Slide #17 (Logotherapy)**
- ✓ **Power Point Slide #18 (Secondary Traumatic Stress)**
- ✓ **Power Point Slide #19 (Idea Catchers) & *Idea Catchers***
- ✓ **Power Point Slide #20 (Effective Ways of Coping)**

Section II: Personal Safety

Step 1

Step 2: (45 minutes)

Physical Safety

Display **Power Point Slide # 9 (Section II)** and note that personal safety will consider both physical and emotional safety. Explain that in order to focus and draw on our relevant experience in this area, we are going to engage in an activity.

Display **Power Point Slide # 10 (Think-Pair-Share)**. Explain that :

- Think pair share is a three-step discussion activity. The first step is to reflect individually on a question. Make sure everyone is ready. Tell the participants that they are to spend the next minute thinking about this issue. Click to reveal the prompt on the PowerPoint slide. The prompt is:
 - What helps you to manage the hardest part of your job?
- Call 'time' after participants have had one minute to reflect. Divide the class into pairs, or have participants select a partner. Ask the pairs to have a conversation and share their thoughts with each other. Give the class three to five minutes to discuss their responses with their partners.
- Call 'time' when the allotted interval has passed. Ask if any of the pairs would like to share what they talked about with the class. Allow several pairs to share. Guide the group in identifying key threads and commonalities among the responses. Point out successful strategies they have already identified to help ensure their personal safety. You may wish to note these on a flip chart and post in the room, to refer to later.

Display PowerPoint Slide #11 ('Caregivers' Video)

Tell the class that they are going to watch a video in which a number of helping professionals talk about their experience with the hardest part of their job.

Show Caregivers video (22 minutes)

Debrief after the video using these questions to guide a targeted large group discussion:

- How did you feel listening to the stories?
- What hit home for you?
- How might you act to put support in place for yourself as a result of your awareness of trauma, secondary traumatic stress, and the importance of self-care?

Display **Power Point Slide #12 (Personal Safety Conversation)** and say: Let's take a closer look at physical safety first. Ask participants, when entering a situation, what initial steps do you take to make sure you are safe?

Ask: "How do you have a conversation with your client regarding an aspect of your personal safety?" Ask participants to consider this situation: you are visiting a home, and the family has a large, aggressive dog. How would they handle this situation? What

might they say to a client who invites the worker into the home? Might they phrase a request differently if the client is hostile or resistant to services? Have several volunteers share approaches and strategies. Elicit some of their own experiences regarding personal safety concerns, noting what techniques, phrases or skills they have used to keep themselves safe.

Thank the volunteers and then ask, by a show of hands, ask what kind of toll interactions which involve possible risk might take on the child welfare professional experiencing the situation. Inform participants that processing such experiences may benefit from the use of a trauma-informed care perspective.

Display **Power Point Slide #13 (Effect of Trauma?)** and advise participants that a trauma-informed care perspective encourages people to recognize normal reactions to an extraordinary event, the type of event which can overwhelm normal coping skills (Everly, 2006). This perspective also encourages people to view themselves as whole people -- mind, body, spirit and emotions -- with each part affecting the others.

Trauma-informed care highlights how our physical bodies have the initial reaction of "fight, flight or freeze" (Gilin & Sullivan, as quoted in Poulin, 2010), which pumps up the adrenalin in the body and slows blood flow away from brain centers that control finer thinking and reasoning and into the vital organs and limbs so the person can fight or flee; if the person is trapped, however, the body releases cortisol, which has a numbing effect on the brain and body, which may serve to render the person unable to fully move their muscles. The brain only may record images or somatic responses. The body protects itself in this way until it can get to a safe place.

Once it is safe, the body will release a second wave of cortisol, which then puts the body in "reset" mode, sometimes resulting in shaking until it can again reach the calm state. The full memory may not be able to be retrieved while in a calm state since it was recorded in a trauma state. The difficulty is that, while reconstructing the event from various sources, child welfare professionals can often see in hindsight what was difficult to see or understand in the heat of the moment. Therefore, professionals may have engaged in self-blame or other non-productive behaviors when assessing the situation after the fact.

Display **Power Point Slide #14 (Have you...)**

Point out that, due to the individual complexities and variety of agency situations, child welfare professional will need to engage in this type of analysis routinely. Encourage review and problem-solving with a supervisor/mentor to evaluate decision-making and outcomes. Such discussion can help identify their own individual learning needs and next steps related to professional development.

Display **Power Point Slide #15 (Basic Principles to Assure Safety)** and distribute **Handout #3 (Basic Principles to Assure Physical Safety)**. Discuss any ideas not mentioned on the handout, emphasizing the importance of leaving and returning with

law enforcement, if needed, when a threat to personal safety exists. Pre-planning is essential for these types of situations, since the part of the brain that is thinking and making decisions during the crisis may not function well during the actual crisis. Note that physical safety is only one component of personal safety.

Trainer Note: Encourage participants to refer to their agency policy and supervisor for further clarification concerning discontinuation of an interview/assessment.

Step 2: (45 minutes)
Emotional Safety

Display **Power Point Slide #16 (Emotional Safety)**, noting that whether a physical incident occurs or not, there is also an emotional component to personal safety being threatened. For instance, being in an emotionally-charged situation that would require a child welfare professional to leave the home/family and come back with police assistance naturally creates stress for the child welfare professional. Often, the child welfare professional has a limited number of people with whom to discuss the emotional aftermath and newer professionals may be hesitant to engage in a discussion with co-workers or their supervisor about the deep impact it has had. A key ingredient in ongoing professional development, however, is learning how and when to share these emotions as well as reframing the event in a way that makes sense out of the trauma.

Display **Power Point Slide #17 (Logotherapy)**. Inform participants that Viktor Frankl, in his book *Man's Search for Meaning*, talks about how concentration camp survivors found ways to make meaning out of what they had been through (logotherapy) by comforting others, challenging a social injustice or keeping others safe. In much the same way, child welfare professionals who successfully deal with the emotional trauma they have undergone will not only be able to maintain their own emotional health but also to assist others in dealing with their pain.

The first step is to recognize that what the child welfare professional experiences is unique to their field and scope of practice so it may be difficult for others to understand and empathize with them. Who else can understand the trauma of seeing injuries on a child, or having to remove a child from the home or returning a child with the fear that something may happen to them again? Experiencing these events creates secondary traumatic stress (exposure to trauma experienced by others, per Schultz, 2009) for the child welfare professional.

So how can child welfare professionals find a way to lessen the effect of these events? One way is through considering them through the lens of trauma-informed care. Literature regarding dealing with secondary traumatic stress and trauma-informed care (Schultz, 2009; Poulin, 2010; Schultz and Schultz, n.d.; Everly, 2006) discuss how the individual event as well as cumulative stress of multiple events over time and/or

stressors in multiple areas of one's life (e.g., work, home, social interactions) all contribute to, not only the effects of the events, but also the person's ability to cope with the effects.

Ask participants to call out some of the effects of secondary traumatic stress, including the impact on physical, mental, emotional and spiritual aspects of a person. Record their answers on a piece of flipchart paper. Some of their answers (listed on **Power Point Slide #18, Secondary Traumatic Stress**) may include:

- Hyper-vigilance;
- Chronic fatigue;
- Numbing of responsiveness;
- Irritability;
- Intense emotional reactions;
- Avoidance of places, situations or emotions that remind them of the event; and
- Intrusive re-experiencing of sensory stimuli, images, or thoughts.

(Adapted from Neils, 2010; Poulin, 2010; and Schultz & Schultz, 2009)

Activity

To find ways of managing these symptoms, child welfare professionals should look at how they could deal with the symptoms if present or prevent these symptoms from occurring in the future. In keeping with this, have each table to come up with a list of 5 things they can do to ensure their own emotional safety. Distribute flip chart paper to each table. Give groups 5 minutes to generate their 5 ideas and record them on a flip chart sheet. Have each table group post their flip chart paper, reconvene the large group and have each group report out.

Trainer Note: Have participants to consider advice they have provided to children, parents and resource families in this area, if they are having difficulty generating ideas.

Display **Power Point Slide # 19 (Idea Catchers)** and encourage other participants to write down ideas they want to remember on their *Idea Catchers*. To reinforce positive coping mechanisms, ask participants to visualize one of the symptoms discussed and then visualize a safe place in their mind, breathing deeply for 30 seconds while visualizing it. Recognize that participants may have gone through some harrowing experiences and that they may not always have the opportunity to take the time to reflect in the moment.

In summary, display **Power Point Slide #20 (Effective Ways of Coping)** and review, asking participants for suggestions of how these coping strategies could help counteract some of the physical and emotional effects of secondary traumatic stress. Recognize that child welfare professionals are expected to continue providing quality services despite some of these experiences and, as some of the ways to cope suggested, involve pre-planning to lessen the impact of traumatic events. Reinforce that education surrounding trauma and its impact on individuals and families can be a starting place for

resolving issues related to trauma (The Intergenerational Trauma Treatment Model, 2009, pp. 3-4).

Conclude this section by reminding participants that there are resources to assist them when they face challenges in their practice. Encourage them to process such experiences as soon as possible with a valued co-worker, supervisor or mentor. Reinforce to participants that this knowledge of trauma's effects affect people on both an individual and organizational level. While this awareness can be used in a variety of situations, such as departmental or staff meetings, interdisciplinary team meetings, court preparation and child abuse investigation teams, the focus is for child welfare professionals to use these skills as part of their ongoing personal development and growth.

Having looked at personal safety as a minimum level of assuring self-care, participants will now turn their attention to personal well-being, which encompasses a different level of prevention, development and overall health.

Module 10: Making Permanent Connections: Outcomes for Professional Development

Section III: Personal Well-Being

Estimated Length of Time:

2 hours

Performance Objectives:

- ✓ Provided with an opportunity to reflect about time management information given, participants will be able to identify a percentage of time to be spent on work-related activities, to a level that meets their personal lifestyle needs.
- ✓ Given case scenarios and provided with a large-group demonstration, participants will be able to apply critical thinking principles to decision-making in their small groups regarding 1) ethics and 2) ethical dilemmas, with 80% accuracy.

Methods of Presentation:

Individual and small group activity, lecture, large group discussion

Materials Needed:

- ✓ Flipchart stands
- ✓ Flipchart paper
- ✓ Colored markers
- ✓ Laptop, LCD projector and screen or overhead projector and screen
- ✓ 11 blank pieces of paper
- ✓ **Power Point Slide #21 (Section III)**
- ✓ **Power Point Slide #22 (Prioritizing) & Handout #4 (Questions for Self-Reflection)**
- ✓ **Power Point Slide #23 (Managing Time Based on Priorities) & Handout #5 (Managing Time Based on Priorities)**
- ✓ **Power Point Slide #24 (Reducing Stress)**
- ✓ **Power Point Slide #25 (Other Tips) & Handout #6 (Tips to Reduce Stress)**
- ✓ **Power Point Slide #26 (Work-Life Balance)**
- ✓ **Power Point Slide #27 (Which Value Takes Priority?)**
- ✓ **Power Point Slide #28 (Idea Catchers) & *Idea Catchers***
- ✓ **Power Point Slide #29 (Ethics: Your Thoughts...)**
- ✓ **Power Point Slide #30 (Ethics: Core Values...)**
- ✓ **Power Point Slide #31 (Critical Thinking)**
- ✓ **Power Point Slide #32 (Ethical Considerations)**
- ✓ **Power Point Slide #33 (Benefit of Critical Thinking)**
- ✓ **Power Point Slide #34 (Ethics: Best Practice)**
- ✓ **Power Point Slide #35 (Ethical Dilemmas) & Handout #7 (Ethical Dilemmas)**
- ✓ **Power Point Slide #36 (Pre-Planning)**

Section III: Personal Well-Being

Step 1: (5 minutes)

Setting the Stage

Display **Power Point Slide #21 (Section III)**. Looking at personal well-being sets the stage for how we choose to function as adults. While the previous section discussed some basic self-care tips to use immediately, child welfare professionals should look toward ongoing well-being as a way of planning for future health by attending training, interacting with other professionals and sharpening their skills. Some areas participants may wish to consider are the work-life balance, time management, ethics and permanent connections or resources.

Having seen the importance of a trauma-informed care perspective in the last section, it is important to note the impact it can have on everyday adult functioning. Research shows that parents with unresolved traumatic events lead to elevated trauma symptoms in adults, which relate to deficits in parenting (The Intergenerational Trauma Treatment Model, 2009, p. 1). Since caregiver functioning has "a considerable impact on children's ability to cope", it is important to address these unresolved issues with caregivers in order for them to be able to model better coping practices and positively impact outcomes for their children (The Intergenerational Trauma Treatment Model, 2009, p. 2). In the same way, child welfare professionals must address their own unresolved reactions to traumatic events in order to better model for parents positive coping skills and to improve the child welfare professional's overall well-being.

Encourage participants to recognize that taking care of themselves physically -- through healthy eating, staying hydrated and getting enough sleep -- as well as emotionally and spiritually contributes to their well-being. Further, lowering stress -- such as through having realistic expectations of themselves and those around them, establishing priorities and developing time management skills -- can also contribute to their well-being and assist them in achieving greater effectiveness in their personal and work lives.

Step 2: (35 minutes)

Work-Life Balance

Stephen Covey (1994, 1996) says that the key to effectiveness is not to prioritize our schedule, but to schedule our priorities, focusing on what matters most. Set a specific time during the day to work on a goal or list it as a priority for the day. Make specific appointments with yourself to work on these goals and treat an appointment with yourself as you would treat one with anyone else. Create the framework in which quality decisions based on importance can be made day to day and moment by moment. When considering priorities, child welfare professionals should apply the same critical thinking skills to themselves that they do when analyzing a child/family situation.

Distribute **Handout #4 (Questions for Self-Reflection)** and review. Advise participants, that they can use these types of questions to think about many situations they encounter throughout the week as well as in the way they approach prioritizing their work. Display **Power Point Slide #22 (Prioritizing)**. For instance, at the end of the week, before they begin to organize the next week, they could pause to ask themselves questions, such as:

- What goals did I achieve?
- What challenges did I encounter?
- What decisions did I make?
- In making decisions, did I keep first things first?

Activity

Provide participants with **Handout #5 (Managing Time Based on Priorities)** and display **Power Point Slide #23 (Managing Time Based on Priorities)**. Ask them to individually take 5 minutes to complete the handout. Tell them this will also help them develop their Professional Development Plan and can be used when prioritizing overall issues in a work-life balance.

Trainer Note: While participants are working, number the blank pieces of paper with the following percentages: 0%, 10%, 20%, 30%, 40, 50% 60%, 70%, 80%, 90% and 100%. Post the papers on the wall in ascending order.

Ask 1 participant from each table to share something they learned from completing the handout. Thank them for their participation and tie in any related concepts to how this affects their work-life balance (*i.e.*, how much time is spent on work versus on individual and family activities and priorities). Then request that participants go and stand next to the number that best represents the percent of their time spent on work-related activities or priorities. This may include the time actually spent at work, the time commuting to and from work, time spent in off-hours thinking about families with whom they are working and time planning other activities related to work.

Trainer Note: If space is limited, write all the percentages on two pieces of flip chart paper, drawing a dividing line in the blank space next to it. Have each participant use a colored marker to indicate in the first column where they would place themselves initially.

Once all the participants have chosen a number, ask each individual or group to explain their answers, including why they chose the child welfare profession and whether it is a good match for them. Note similarities and differences in their responses.

Trainer Note: The anticipated amount of time spent at work may be affected by the person's position, their reason for being in child welfare and/or their age & work ethic.

If using the flip chart sheet percentages, have participants indicate with a colored marker in the second column where they would like to be.

Then have participants move to where they would like the percentage to be. Ask each individual or group to share their rationale and if/how this would affect their personal well-being. Ask them to talk about how much of what they would like to change is under their personal control and what could be prioritized with their supervisor. Summarize common themes and note how responses varied. Have participants return to their seats and individually make any alterations needed to their **Handout #5 (Managing Time Based on Priorities)**.

Reconvene the large group and inform them that they will now work in small groups at their tables. Distribute a blank piece of paper to each table, display **Power Point Slide #24 (Reducing Stress)** and instruct participants to discuss ways in which they can tend to their overall well-being, physically, emotionally and/or spiritually (e.g., lowering stress, getting enough sleep, eating their vegetables, exercising, drinking water, getting enough rest, using support people, reading poetry). Advise participants they have 10 minutes to discuss this and to record their ideas on the blank piece of paper.

After 10 minutes, reconvene the large group and have them share ideas, recording their answers on a flipchart paper. Post the flipchart sheet on the wall and then distribute **Handout #6 (Tips to Reduce Stress)**. Display **Power Point Slide #25 (Other Tips)**. Compare the groups' answers to those listed on the sheet, such as ways they can lower their stress, like having realistic expectations of themselves and others, establishing priorities and developing time management techniques. Reinforce that what works for each individual will be influenced by their own set of values and beliefs.

Step 3: (25 minutes)

Values

Having looked at some common ways people maintain self-care and manage priorities, note that participants will now consider commitment levels to maintaining these. Each person may place a different level of importance on things that help them preserve personal well-being. For some, it may be first priority and, for others, last priority. Ask participants to share in the large group how they arrived at assigning that level of priority.

Activity

Ask participants to call out in the large group what things they value related to their professional life, such as working with children, helping others, preventing injury or working toward wholeness. List these items on a flip chart sheet. Display **Power Point Slide #26 (Work-Life Balance)** in preparation for the following activity.

In their table groups, have participants take 15 minutes to talk about what level of priority (high medium or low) each takes in their life and to decide (through consensus of the small group members) what value takes top priority in their work life. Display **Power Point Slide #27 (Which Value Takes Priority?)**. Ask them to also create a list

of priority values in their life outside of work on the back of one of their name tents, noting which work and home priorities are the same.

Once all the table groups have completed their work at the flip chart, reconvene the large group. Call on each group in a round robin fashion. As the priorities are processed out:

- indicate each group's top work priority by placing a star next to it on the flip chart paper; and
- record home (or out-of-office) priorities in a different color on the same flip chart sheet.

Trainer Note: If one of the work priorities is also a “home” priority, ask participants to place an “H” next to it on the flipchart sheet in a different colored marker.

Summarize this activity by pointing out that people often seek out employment which matches both personal and professional values and that priorities related to that come from individual, family and cultural values. Display **Power Point Slide #28 (Idea Catchers)** and have participants take 1-2 minutes to individually note any insights on their *Idea Catchers*.

Trainer Note: While participants are recording insights on their *Idea Catchers*, place 2-4 (depending on the number of participants) blank flip chart sheets and label them with the word “Ethics”.

Step 4: (30 minutes)

Ethics

Having looked at how values affect priorities, it is important to remember that every decision is affected by ethics. Display **Power Point Slide #29 (Ethics: Your Thoughts...)** and ask participants to describe the word “ethics” by taking a marker from their table, getting up and writing responses on the nearest flip chart. Reconvene the large group, review participants' responses and, if not offered by participants, review the following information from **Power Point Slide #30 (Ethics: Core Values...)**:

- Core values and beliefs that guide individuals; and
- Responsibility to clients, colleagues, workplace, community and society as a whole.

Ethics can be defined as a way of prioritizing needs that takes into account moral, professional and societal values. Critical thinking skills, such as separating fact from conjecture, come into play when making such decisions related to ethical dilemmas.

Display **Power Point Slide #31 (Critical Thinking)**. Note that, in looking at the process of critical thinking, note that it requires:

- Asking appropriate questions;
- Gathering relevant information;
- Evaluating the information efficiently;
- Reasoning logically and rationally; and
- Arriving at a reliable, dependable conclusion.

Each situation and source of information should be carefully considered. For example: Do you spend time on Facebook while at work? Is this influenced by whether you have a work-related page? Who has access to the information? Do you “friend” clients on your Facebook page? Would you want your supervisor to use information from your Facebook page in making work-related decisions regarding your performance/suitability for the job?

Activity

Divide participants into 4 groups. Display **Power Point Slide #32 (Ethical Considerations)** and ask participants to talk in their small groups to consider the questions, including their reactions to the questions. Inform participants their discussion will be held confidential among small group members. Instruct participants to select one spokesperson for the group who will indicate the overall group opinion when the large group is convened.

After 10 minutes, reconvene the large group. Ask each spokesperson report out on their group’s consensus as each question from **Power Point Slide #32 (Ethical Considerations)** is read. Have the spokesperson provide the group’s rationale for their decision, noting any dissenting opinions that were expressed.

Then, focusing on the final question on **Power Point Slide #32 (Ethical Considerations)**, conduct a large group discussion regarding the use of Facebook as a source of information. Hone in on whether this source should be a factor in determining whether the information is factually accurate (not based on interpretation) and reliable. Ask for feedback on how they felt about the activity, including if their level of participation would have been different if all information discussed in the small group would have been shared with the large group. Ask participants to explain how they arrived at their decisions. Emphasize the many factors that went into their decision.

Highlight any ethical dilemmas or policies they mentioned relating to the use of Facebook as a source of information. Then conclude by stating that the most accurate answer would be: statements that do not include an opinion, perception or conjecture about information that cannot be verified or observed are most likely to be factually accurate. Display **Power Point Slide #33 (Benefit of Critical Thinking)**. Encourage participants to seek out the advice and support of their supervisors and colleagues when working through difficult decisions.

Step 5: (20 minutes)
Ethical Dilemmas

Note that, when professionals come to a consensus regarding what is best in certain situations, they often formalize those opinions into policy and practice. These are then used to create standards and guidelines for the profession. Display **Power Point #34 (Ethics: Best Practice)**. Examples of child welfare professionals' formalized opinions and practices include documents like the *Pennsylvania Child Welfare Practice Standards* and the *National Association of Social Workers (NASW) Code of Ethics*.

Ask participants to raise their hand in the air if they know where in their agency or elsewhere they could find a copy of the National Association of Social Workers' (NASW) Code of Ethics. Ask participants to keep their hand in the air if they completed their pre-work assignment to review the NASW Code of Ethics. The Code of Ethics is one of the documents with which they should be familiar. Inquire of those with raised hands, what are some of the core values of the social work profession. After they have answered, have them put their hands down.

If not offered by those with their hands raised, inquire of the rest of the participants. Record their answers on a piece of flip chart paper. If not offered by the group, add the following: service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence. Summarize by saying that ethics could be viewed this way: "...everything can be taken from a man but one thing: the last of the human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way" (Frankl, 1984).

Note that child welfare professionals' value and promote social justice and change with and on behalf of clients, are sensitive to cultural and ethical diversity and seek to enhance the capacity of our clients. Tell participants that they will now practice applying ethical core values, noting that ethical dilemmas, or situations in which there are conflicting values, can create stress. Identifying values and working through priorities become part of the "pre-work" for solving ethical dilemmas. Pre-planning responses to these dilemmas through knowing child welfare values, understanding agency policy/procedures and consulting with one's supervisor can help lower stress levels when confronted with ethical dilemmas or unclear situations.

Activity

Advise participants they will now have a chance to discuss one such situation with their table group. Distribute **Handout #7 (Ethical Dilemmas)** and display **Power Point Slide # 35 (Ethical Dilemmas)**. Assign each table group to one of the ethical dilemmas listed.

Allow 5 minutes for discussion in the small groups prior to reconvening the large group. Ask each group to provide a decision regarding how they would handle the situation and the rationale for that decision, using the critical thinking principles from Step 4. Thank

participants for their sharing and inform participants that the purpose of the activity was to assist participants in connecting their value base to practice.

Ask participants to offer examples of ethical dilemmas they have faced in their job and to provide ways in which they did or wish they would have resolved the conflict. Have different participants suggest how these type of dilemmas may have affected the person's stress level and what they could do to help lower that stress level.

Conclude this activity by reminding participants that there will be many times that ethics apply to cases. Child welfare professionals need to not only be aware of the issues but should also be able to use critical thinking skills to analyze the situation and determine the best course of action. Ethical decision-making should not occur in isolation but through use of family and community partnerships, peer review and supervision. In this way, social justice and other ethical issues can be addressed on multiple levels, paving the way for the best practices of the future. Summarize the importance of developing a practice of ethical behavior (how we operationalize ethics, turning them into observable behavior) as a way of lowering stress.

Step 6: (5 minutes)
Legal Concerns

Pre-planning our decisions based on values and ethics helps child welfare professionals decide how to incorporate this into our own self-care. Display **Power Point Slide #36 (Pre-Planning)**. Note that pre-planning, such as surrounding responses to ethical dilemmas, plays a large role in ongoing participant well-being. Part of the pre-planning that child welfare professionals do to maintain well-being may involve exercise, healthy eating and taking time off work; however, another crucial area of pre-planning is thinking through important decisions before they happen. Given that child welfare professionals will be witness to multiple traumatic events throughout their career, it is key for them to understand, that the choices they make can serve as a protective factor.

One such decision is legal protection. People will often think about the need for health insurance but rarely, when entering the field of child welfare, do they think about the need for malpractice insurance. Many professionals believe that, if they follow agency procedure and make ethical choices, they will be protected from every type of legal harm that may come to them. Advise them that consultation with an Ethics Review Committee might be one of the checks and balances they can use when facing ethical dilemmas.

Summarize by noting that ethical decisions are made in an ever-changing environment of expectations. Encourage participants to speak with their supervisors and/colleagues when such issues arise.

Conclude by reviewing the following information:

Anyone who has been in an appeal hearing, criminal court or federal trial knows the importance of risk management. Maintaining confidentiality, keeping clear of dual relationships and using integrity when dealing with financial matters represent a few of the ways child welfare professionals can pre-plan for proper ethical decision-making. Child welfare professionals should find out how they are protected under their agency's malpractice insurance and determine if the need to pursue further malpractice insurance.

Another type of pre-planning is knowing the agency's policies and procedures and following them. If a decision is made to choose an option other than the normal policy or procedure dictates, there should be clear rationale for why the alternate course of action is taken, it should be discussed with the supervisor and/or legal counsel and it should be clearly documented. "A resilient workforce must experience a sense of belonging to caring organizations, those that have reverence for our mission and the courage to accept our social and ethical responsibilities with unrelenting conviction" (Schultz, p. 5).

Further, if they are members of the National Association of Social Workers (NASW) or other professional organizations, child welfare professionals should be aware of current trends and research. If they are licensed social workers, professional counselors or hold a similar certification or licensure, they should follow all requirements of that society or licensure board. Pre-planning by scheduling time to review these items and professional publications related to their field of work is essential.

Coupled with prioritization and self-care, solidifying values and ethical behavior can help child welfare professionals increase well-being. Remind participants that child welfare professionals can use a strengths-based, solution-focused approach to help increase personal emotional safety and well-being, while moving toward personal permanence through pre-planning time management, responses to ethical dilemmas and legal concerns.

Having now looked at both personal safety and well-being, participants will now turn their attention to personal "permanence".

Module 10: Making Permanent Connections: Outcomes for Professional Development

Section IV: Personal Permanence

Estimated Length of Time:

1 hour, 40 minutes

Performance Objective:

- ✓ Having completed the classroom portion of the *Charting the Course* series, participants will demonstrate understanding of key concepts through answering questions in a small group with 55% or greater accuracy.

Methods of Presentation:

Lecture, large group discussion, individual activity

Materials Needed:

- ✓ Flipchart stands
- ✓ Flipchart paper
- ✓ Colored markers
- ✓ Laptop, LCD projector and screen or overhead projector and screen
- ✓ 6 table copies of the *Workshop Directories*
- ✓ 6 table copies of the *Pennsylvania Child Welfare Training Program Training Calendars*
- ✓ IQ Circle Puzzles (1 per group)
- ✓ **Power Point Slide #37 (Section IV)**
- ✓ **Power Point Slide #38 (Personal Permanence)**
- ✓ **Power Point Slide #39 (Where Do You See Yourself...in 5 Years?)**
- ✓ **Power Point Slide #40 (Where Do You See Yourself...Now?)**
- ✓ **Power Point Slide #41 (Goal Identification)**
- ✓ **Power Point Slide #42 (ITNA)**
- ✓ **Power Point Slide #43 (Things to Do) & Handout #8 (Things to Do)**
- ✓ **Power Point Slide #44 (Any Surprises?)**
- ✓ **Power Point Slide #45 (Ongoing Learning)**
- ✓ **Power Point Slide #46 (Continuous Quality Improvement)**
- ✓ **Power Point Slide #47 (Pennsylvania Practice Principles)**
- ✓ **Power Point Slide #48 (Advice for Child Welfare Professionals)**
- ✓ **Power Point Slide #49 (Fitting the Pieces Together), Handout #9 (How the Pieces Fit Together) & Trainer Resource #2 (How the Pieces Fit Together Answer Sheet)**
- ✓ **Power Point Slide #50 (Idea Catchers) & *Idea Catchers***

Section IV: Personal Permanence

Step 1: (25 minutes)

Long-Term View

Display **Power Point Slide #37 (Section IV)** and review. Then display **Power Point Slide #38 (Personal Permanence)** and ask participants to offer suggestions about what personal permanence might mean to a child welfare professional. Encourage answers that speak to long-term commitment to the field of child welfare and thank participants for their input. Remind them that longevity in the field of child welfare is a journey, involving development of permanent connections (such as colleagues, community partners, families) that support a child welfare professional's ability to weather the ups and downs of being involved in families' lives on an intensive level. Inform participants that use of supervision can be one way to encourage the "permanence" (longevity/retention) of child welfare professionals in the field.

Have participants to think back to *Module 1 of Charting the Course*, asking participants to tune in to what they thought about the child welfare field when they first started versus what they think now. Then, with the others at their table, have participants share their response to this question, "Where do you see yourself in five years?" Provide the table groups with 5 minutes to share with each other before reconvening the large group.

Trainer Note: If participants are having difficulty generating ideas, ask them to consider whether they see themselves as having changes jobs 2-3 times, being in the same or a different job, returning to school for more formal education, being retired, working in a supervisory/ managerial position or in some other setting and display the following Power Point slide at that time.

Display **Power Point Slide #39 (Where Do You See Yourself...in 5 Years?)** and, during the large group discussion, draw out how the preparation they have received through the *Charting the Course* series and the experiences they have had on the job have affected their thoughts and feelings. Ask participants to draw conclusions regarding how similar future experiences might relate to their ability and desire to remain in the child welfare field. Have participants individually rate themselves on a scale of 1-5 regarding their current commitment to the child welfare field. One would represent a low level of commitment while five would represent a very high commitment level. Ask them to think of at least one activity, relationship or other factor that would increase their level of commitment one point.

Display **Power Point Slide #40 (Where Do You See Yourself...Now?)** and note that both training and experiential learning might impact their decision. Note that job satisfaction is a large contributor in ongoing commitment to a career in child welfare, including engaging in "satisfactory interpersonal relationships" with co-workers and supervisors as well as growth potential, that is, personal and professional ability to

develop and advance (Washington, *et al.*, p.161). Remind participants that their current age/stage of life will influence their level of satisfaction and goals for the future.

Step 2: (35 minutes)

Goal Identification

Advise participants they will now consider what professional goals they wish to set for themselves. Note that, just as culturally-sensitive assessments are the basis of decisions regarding families, they can also be used to chart a path for the future. As with children and families, participants should first look at their own safety and then evaluate their own well-being, noting how they might be able to meet their own needs. Similar to the development of a Family Service Plan, they will then look at what their future goal, or desired state, might be related to personal permanence in child welfare. They may wish to continue assessing their situation through involving supportive family and friends, after leaving the training.

Display **Power Point Slide #41 (Goal Identification)** and review. Note that this process is a way to achieve a comprehensive assessment of first the organization and then the individual child welfare professional; to identify and utilize challenges as opportunities for continuous improvement, from defining and planning the goal to the implementation of a solution and ongoing evaluation of its effectiveness (Mensah, *et al.*, 2005). This process first looks at the structural issues (organizational) and then at the underlying (personal) issues.

The need for a goal is recognized when the first gap is identified, starting with the first question. For instance, if a child welfare professional has received a copy of their job description but no information on how that applies to their role within their department, he/she will have difficulty carrying out their job. The first gap would be that they are missing information on their departmental role. This differentiation between individual and organizational challenges is related to Gilbert's Behavioral Engineering Model, as referenced on **Handout #8 (Things to Do)**.

Further goals may be identified by some of the following questions. For instance, the child welfare professional may answer "yes" to the top four (organizational) questions, having received foundational knowledge from the *Charting the Course Series* but still need to learn more about how to do sexual abuse investigations. This gap would be identified as a training need (*e.g.*, attending the Sexual Abuse Certification series) versus not having the skills to carry out their knowledge, which might be an experiential need (*e.g.*, shadowing another worker, being coached by their on how to conduct a specific interview).

They would then evaluate how important each goal is, again looking at the issue both personally and organizationally. Display **Power Point Slide #42 (ITNA)** and relate this prioritization process to the ongoing professional development tool used by child welfare professionals: the Individual Training Needs Assessment (ITNA) in which child welfare

professionals assign personal as well as departmental values to various areas, combining them to come up with an overall picture of what the individual worker needs.

In keeping with continuous quality improvement and best practice principles, participants will now have the opportunity to look at their own individual careers in child welfare, deciding on goals they have related to professional safety, well-being and permanence.

Activity

Display **Power Point Slide #43 (Things to Do)** and distribute **Handout #8 (Things to Do)**, informing them that they will now begin to look at their own goals for the future. Using the process from the overhead/Power Point slide, they will first identify safety, well-being and permanency goals, then identify how they will accomplish those goals (objectives and tasks) and finally prioritize them. Instruct participants that they have 15-20 minutes to individually complete **Handout #8 (Things to Do)**.

Trainer Note: Re-display **Power Point Slide #41 (Goal Identification)** while participants are working on the above activity.

Reconvene the group, advance to **Power Point Slide #44 (Any Surprises?)** and leave it displayed while asking if anyone would like to share what surprised them or what they learned from the process. Ask several participants who have not previously shared to name a few of the goals they are now considering relating to ongoing practice in child welfare. Summarize any themes and inform them that setting goals and tasks will help them develop a focused direction, similar to how child welfare professionals assist families in partializing complex issues in order to achieve their goals.

Step 3: (10 minutes)

Ongoing Learning

Note that part of what will assist child welfare professionals in achieving their goals is ongoing learning. Display **Power Point Slide #45 (Ongoing Learning)**. Note that ongoing learning also deepens commitment to the mission and vision of child welfare, resulting in more permanence for individuals and organizations. Remind participants that their learning journey will not stop simply because they have completed the *Charting the Course* series, just as we hope that children and families will continue to build on the knowledge and skills they learned while working with us.

Inform participants that they will now consider how to keep improving their knowledge and skills on an ongoing basis. For instance, participants can start by reviewing the contents of the *New Caseworker Packet* that they received in *Module 1* to gain further insight and understanding of where they are in their learning process.

Trainer Note: The contents of the *New Caseworker Packet* from *Module 1* include: general information sheets; 15-minute rule statement; County Winter/Inclement Weather

Policy; regional map of Pennsylvania; list of Regional Team members, defining their roles and describing technical assistance services through the Statewide Quality Improvement Department; and a Certification information sheet and outline.

Ask participants to peruse the **Training Calendars** and **Workshop Directories** available for any workshops that may be helpful to them. Note that this will also assist participants in developing their professional development plan.

Trainer Note: The current training calendar is available on the Child Welfare Training Program website: www.pacwcbt.pitt.edu .

Step 4: (10 minutes) **Ongoing Professional Development**

Display **Power Point Slide #46 (Continuous Quality Improvement)** and review the components of the process. Highlight for participants how one part of continuous quality improvement is to maintain constant "check-ins" with benchmarks and indicators they are trying to achieve. In addition to supervisory conferences and ongoing performance evaluations, using principles for best practice can help assure personal quality on an ongoing basis.

Encourage participants to begin planning their careers in the field of child welfare now and to build on the skills they already have learned to launch them toward the future they want. Then display **Power Point Slide #47 (Pennsylvania Practice Principles)**. Advise participants they can use these principles to serve as a guide to their ongoing commitment to the field of child welfare.

Display **Power Point Slide #48 (Advice for Child Welfare Professionals)**, noting that other overriding principles include:

- Review of knowledge and skills taught in this curriculum;
- Obtain further training/skill development on specific topics;
- Feedback and practice in applying generic skills to actual casework;
- Supervisory case consultation; and
- Self-care.

Step 5: Coalescing Concepts (20 minutes)

Now that participants are nearing the end of their foundational training, they will be given an opportunity to fit all the pieces together, figuratively and literally, through the following activity. Tell participants that the puzzles can be put together in 10 different ways.

Trainer Note: Have the **IQ Circle Puzzles** ready for the next activity by laying out each case and pulling out one piece from each, keeping the remainder of the pieces in the

case. If groups are having difficulty putting together the puzzles, encourage them to consider different ways they could get information to accomplish their goal (e.g., asking the trainer for the box and looking at the picture on it or giving the group the case). This can remind participants of how child welfare professionals rarely have all the information they need initially and how critical it is to know when to ask for assistance from supervisors, mentors and others.


Activity


Divide participants into groups of 2-3 people and assign them a group number. Distribute **Handout #9 (How the Pieces Fit Together)** and display **Power Point Slide #49 (Fitting the Pieces Together)**. Using the **Trainer Resource #2 (How the Pieces Fit Together Answer Sheet)**, review the instructions. Advise participants they are to line up in an orderly fashion when telling the trainer their answer. Only 1 spokesperson for the group is needed from each group. Use the information on **Trainer Resource #2 (How the Pieces Fit Together Answer Sheet)** as a guide to determine correct answers. After answering 8 of the 14 questions correctly, they should have all the pieces of the puzzle. Ask them to form a circle with the pieces.

Trainer Note: If some groups do not complete the puzzle, ask those who have completed theirs to assist them. Relate this to how there are some families with whom they will not come to resolution (e.g., when they move out of county or the child runs away); however, through requesting assistance from the larger support team (i.e., other family, co-workers and community partners) the family's needs may be met. This can highlight the importance of collaboration and use of a multi-systems approach.

Once the first group is done, reconvene the large group and talk to them about lessons learned from the activity. Ask groups that have not yet completed their puzzle to keep working quietly during the discussion. Note that, while the colors remind us of the unique and diverse qualities of each family, the circle reminds participants of the continuous cycle of quality improvement. In addition, more is accomplished through working together, relying on each others' strengths (e.g., intellect, motor skills, organization) than by trying to face the task alone. The different combinations that can be used to form the puzzle can help participants remember that, although they all have the same tools, they will each bring their own individual style to providing services. Although putting all the pieces together may at times seem insurmountable (similar to meshing together information to form a comprehensive family assessment), a sense of accomplishment is achieved once the goal (safety, permanence and well-being for children and families) is reached.

In summary, to keep the fire burning, use the following principles:

-  Seek and develop professional child welfare mentors early and throughout your career. Choose these mentors wisely!

-  Learn the field of child welfare fully by practicing in different units and agencies.

- ✚ Understand the “whys” of child welfare practice and question them.
- ✚ Be involved in developing best practice methods and standards.
- ✚ Pay attention to your physical, emotional, and spiritual health. This is demanding work. You cannot continue to give from an empty reservoir.
- ✚ Fully develop your ability to assess for strengths and to accept progress in small steps. Value the concept of “sowing seeds” for future growth.
- ✚ Refuse to compromise professional ethics or integrity in any way.
- ✚ Be committed to life-long learning.
- ✚ Teach and mentor other practitioners. (Diluzio, 2005)

Display **Power Point Slide #50 (Idea Catchers)** and ask participants to record on their *Idea Catchers* any ideas from the overhead or summary that they wish to remember.

When participants are finished writing, let them know that this concludes the discussion on permanence. Having now considered their own personal safety, well-being and permanence in the field of child welfare, participants will now have an opportunity to consider themselves within the scope of the collective whole that comprises child welfare professionals.

Module 10: Making Permanent Connections: Outcomes for Professional Development

Section V: Closing, Recognition and Evaluation

Estimated Length of Time:
20 minutes

Performance Objectives:

- ✓ Given information gathered on *Idea Catchers*, **Managing Time Based on Priorities (Handout #5)**, **Ethical Dilemmas (Handout #7)** and **Things to Do (Handout #8)**, participants will be able to formulate an initial **Professional Development Plan (Handout #10)**.

Methods of Presentation:

Lecture, large group discussion, individual and small group activities

Materials Needed:

- ✓ Flip chart stands
- ✓ Flip chart paper
- ✓ Colored markers
- ✓ Laptop, LCD projector and screen or overhead projector and screen
- ✓ Training evaluations
- ✓ *Idea Catchers*
- ✓ **Handout #5 (Managing Time Based on Priorities), Revisited**
- ✓ **Handout #7 (Ethical Dilemmas), Revisited**
- ✓ **Handout #8 (Things to Do), Revisited**
- ✓ **Power Point #51 (Section V)**
- ✓ **Power Point #52 (Professional Development Plan)**
- ✓ **Power Point #53 (Final Ideas)**
- ✓ **Power Point #54 (Next Steps)**
- ✓ **Power Point Slide #55 (Congratulations on Your Accomplishment) & Handout #11 (Congratulations on Your Accomplishment)**
- ✓ **Power Point #56 (Closing) & Handout #12 (References)**

Section V: Closing, Recognition and Evaluation

Step 1: (5 minutes)

Review

Display **Power Point Slide #51 (Section V)** and review. Review how the interactional skills were woven throughout the *Charting the Course* series. Note that they can now apply these principles in their day-to-day work and be part of the organization's commitment to best practice, modeling the values and principles connected with excellence in child welfare. Review the WIIFM poster and be sure that all of the questions and concerns have been addressed.

Step 2: (10 minutes)

Review and Professional Development Plan

Display **Power Point Slide #52 (Professional Development Plan)**. Advise participants that the last steps of their in-classroom journey are to develop a professional development plan, which they can apply to their on-the-job portion of the journey. This will stretch into the future, leading them further along the path of their ongoing child welfare journey.

Activity

Distribute **Handout #10 (Professional Development Plan)**. Offer participants a few minutes to jot down any further ideas they want to include in the plan while the ideas are still fresh in their mind. Ask participants to use insights on their *Idea Catchers*, **Handout #5 (Managing Time Based on Priorities)**, **Handout #7 (Ethical Dilemmas)** and **Handout #8 (Things to Do)**.

Note that the way in which they are working toward completion of **Handout #10 (Professional Development Plan)** is similar to the way in which caseworkers build on comprehensive assessments of the family to inform the Family Service Plan and Child Permanency Plan, to lay the groundwork for determining the effectiveness of interventions and to set benchmarks and indicators for measuring success. Note that they will use this in the next section as well.

Advise participants they will use this handout as a draft form for completion of their final on-line training/TOL module, reviewing the draft with their supervisors for additional feedback and finalization. Remind participants to review all the action plans completed during *Charting the Course* as well as the handouts from this section prior to doing the on-line version of their **Post-Training Professional Development Plan**.

Conclude this activity by asking whether a few participants might be willing to share their ideas regarding the development plans with the group. Thank participants who do share their plans and note that learning is never done: there will always be new skills and knowledge to gain while striving to improve individual, agency and community practices.

Let participants know that they have taken the first steps toward a career in child welfare by completing the *Charting the Course* series and beginning work on their **Professional Development Plan**.

Trainer Note: Participants will not receive their Direct Service Worker Certification without completion of the on-line **Post-Training Professional Development Plan** and all TOL on-line activities. Advise any participants who have not completed all the modules to keep their **Professional Development Plan (Handout #10)** until all modules are finished and then follow the above instructions.

Display **Power Point Slide #53 (Final Ideas)** and review. Reinforce the importance of the peer review process, which was modeled through the use of the cohort throughout the series. Encourage participants to maintain these relationships once they leave the training room and to use supervisory case consultation as a tool to assist with their ongoing development. Using the skills learned in initiating, planning and following through with children and families can help participants as they look at the beginning, middle and end of their professional careers in child welfare.

Display **Power Point Slide #54 (Next Steps)** and remind participants that, once they have completed all the *Charting the Course* modules, they will be able to finish their certification requirements by:

- ❖ discussing their **Professional Development Plan** draft (**Handout #10**) with their supervisor;
- ❖ making the appropriate modifications;
- ❖ having their supervisor approve it;
- ❖ completing their ITNA (individual Training Needs Assessment) with their supervisor; and
- ❖ completing their all their online TOL activities, including their **Post-Training Professional Development Plan**.

Participants will receive their official *Direct Service Worker* certificate in the mail **after receiving final approval by their agency**.

Step 2: Recognition and Evaluations

(5 minutes)

Note that most, if not all, participants have now reached their goal of completing the *Charting the Course* series. Display **Power Point Slide #55 (Recognition)**. Ask each participant for whom this is the last class of *Charting the Course* to take out **Handout #11 (Congratulations on Your Accomplishment)** and have one of the other people at their table put their name on the paper. Note that this is not the participant's official completion certificate, but one to recognize the end of 120 hours of classroom learning for the participant only. Have those for whom this is the last class raise their hands, acknowledge their accomplishment and ask if they would like to share a

memorable/meaningful moment from the training series. Advise other participants to keep their certificates until their completion of the *Charting the Course* curricula.

Display **Power Point Slide #56 (Closing)** and distribute training evaluations, asking participants to complete them. Remind participants that evaluation feedback represents one part of the continuous quality improvement for the Training Program. Provide participants with **Handout #12 (References)**. Thank participants for their hard work and commitment to child welfare and dismiss them.

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