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Training Room Guidelines and Cohort List



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Agenda

- Introduction to Professional Development
- Personal Safety
- Personal Well-Being
- Personal Permanence
- Closing, Recognition and Evaluation

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Learning Objectives

- Participants will be able to:
 - Apply the strengths-based, solution-focused perspective presented in Charting the Course to their professional development;
 - Identify how trauma-informed care can be used in self-care; and
 - Recognize how to use critical thinking in the formation of professional ethics, ongoing professional development process and decision making.

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Competencies

- The child welfare professional:
 - 102-1: Is able to apply social work values and principles in practice, including respecting the self-determination, dignity, and individuality of the family.
 - 104-15: Knows their personal psychological stresses associated with child placement casework and can identify strategies to prevent emotional distress and burnout.
 - 108-1: Understands the concept of cultural competence; knows how one's own culture affects behavior and values; and knows how cultural and ethnic differences may affect the delivery of child welfare services.

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Matching Game Answers

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SECTION II: PERSONAL SAFETY

Physical safety
Emotional safety


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Think-Pair-Share Activity (10 minutes)

Reflect:



What helps you to manage the hardest part of your job?

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Caregivers Video



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How do you have a conversation with the family about an aspect of personal safety?





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Effect of Trauma?



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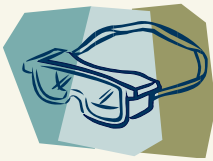
Have you...

- Assessed the likelihood of this threat?
- Obtained the skills needed to protect yourself?
- Made decisions about next steps?

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Basic Principles to Assure Safety




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Emotional Safety



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Logotherapy

Making meaning



Viktor Frankl

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Secondary Traumatic Stress

- 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)

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Idea Catchers



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Effective Ways of Coping

1. Anticipate stress and take purposeful time off.
2. Take time to reflect in the moment.
3. Listen carefully to the experiences and perspectives of others that have gone through similar situations.
4. Develop and maintain connections with personal and professional mentors.
5. Express yourself through the creative arts.
6. Use your spirituality as a healing force.

(Adapted from Connecticut Department of Children and Families, 2009)

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SECTION III: PERSONAL WELL-BEING

- Trauma-informed care perspective
- Work-life balance
- Values
- Ethics
- Dilemmas
- Legal concerns

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Prioritizing



- What goals did I achieve?
- What challenges did I encounter?
- What decisions did I make?

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Managing Time Based on Priorities

- What is one outcome you want to accomplish at work next week (top priority)?
- What tasks are needed to accomplish this? What other obligations do I already have? (Record tasks and obligations below.)
- How much time will each task require? (Jot an amount of time beside each one, such as 10 minutes, an hour, 10 hours.)
- If I can only accomplish one task on the list, which one would it be? (Put a #1 beside it.)
- After that task is complete, what would be my next priorities? (Number in order of importance.)


(Adapted from Covey, Merrill, and Merrill (1994; reprinted with permission of Franklin Covey) and Smart and Street, (2007).)

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Reducing Stress

What ideas do you have?




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Other Tips




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Work-Life Balance

How do you do it?




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Which Value Takes Priority?

Level of Priority

Home versus work




Same or different?

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Idea Catchers




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Ethics

Your thoughts . . .



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Ethics

Core values and beliefs

Responsibility to others

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Critical Thinking

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

(Adapted from England, 2010)

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Ethical Considerations

- 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 or suitability for the job?

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Benefit of Critical Thinking

“Honoring ethical obligations to clients is a key benefit to critical thinking.” (Gambrill, p. 105)

- We honor these obligations through **Social Work Values**:
 - **Social Justice** – equality; striving for the good of the whole community.
 - **Dignity and Worth of the Person** – respect; how we talk to and about ourselves and others.
 - **Integrity** – consistently doing the right thing.
 - **Human Relationships** – personal connectedness.
 - **Professional Competence** – doing the job well and doing what we are qualified to do.

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Ethics: Best Practice

National Association of Social Workers (NASW) Code of Ethics

Pennsylvania Standards for Child Welfare Practice




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Ethical Dilemmas

1. Doctor diagnosing children with mental health
2. Psychiatrist not prescribing most effective medication for a child's mental health condition
3. Father of 9 children living with the mother who is receiving general and medical assistance




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Pre-Planning

- Confidentiality
- Clear relationships
- Integrity



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SECTION IV: PERSONAL PERMANENCE


- Long-term view
- Goal identification
- Ongoing learning
- Fitting the pieces together

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Personal Permanence:

What is it?




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Where do you see yourself...in 5 years?

- Same or different position
- Pursuing higher education
- Same or different field
- Retired



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Where do you see yourself...now?

- Preparation from Charting the Course towards Permanency and other learning
- On-the-job experiences
 - Future commitment:
 - Job satisfaction
 - Goal identification
 - Professional development
 - Age/Life stage



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Goal Identification

- Do you:
 - Know what your job is (defined by your job description, departmental assignment)?
 - Know how you are evaluated at work (e.g., have a blank copy of evaluation)?
 - Have the equipment and tools needed to accomplish your job?
 - Receive (or will receive) incentives for doing your job well?
- Do you also:
 - Know how to do your job (in your overall job classification as well as in your specific job function)?
 - Have the skills and capacity to do your job?
 - Possess the motivation to continue doing your job?
 - Know how to identify and complete professional development goals?

(Adapted from Mensah, et al., 2005)

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ITNA: Individual Training Needs Assessment

- Where are the gaps?
- What do I need now?
- How can I prioritize them?
- What is most important to the organization?

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Things to Do

- List 3 professional goals that you want to complete as part of your ongoing commitment to the field of child welfare.
 - Safety:
 - Well-being:
 - Permanency:
- List objectives and tasks associated with completion of those goals.
- Prioritize these.

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Any Surprises?



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Ongoing Learning

- Commitment to the field of child welfare:
 - Mission
 - Vision
 - Values
- Review of where you've been:
 - Charting the Course towards Permanency
 - New Caseworker Packet
- Continuing the journey:
 - Training Calendars (see www.pacwcbt.pitt.edu)
 - Workshop Directories

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- Pennsylvania Practice Principles**
- Youth and Family Engagement
 - Strength-Based Approach
 - Collaboration/Integration
 - Cultural Awareness/Responsiveness
 - Staff Development
 - Organizational Commitment to Values and Principles

- Advice for Child Welfare Professionals**
- Always remember, there are no “one-size-fits-all” answers in the practice of child welfare.
 - Consult with your supervisor/mentor for advice/suggestions.
 - Seek out assistance/consultation from more experienced colleagues.
 - Actively seek out specialized and related training for further skill development.
 - Remember to take care of yourself.



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Fitting the Pieces Together

- With your small group, work through 1 question at a time.
- Start with the question number that corresponds with your assigned group number. When you have completed the 1st question, tell the trainer. If it is correct, you will receive a puzzle piece. If you are not correct, the trainer will instruct you to try the next question.
- Answer 8 questions correctly. When you receive your 8th piece, you will also be given the container.
- There are 8 pieces to the puzzle. Use these to form a completed circle inside the outer container.

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Idea Catchers



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SECTION V: RECOGNITION AND CLOSING

Review
Professional Development Plan
Recognition
Evaluations

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Professional Development Plan

- Use the following to develop your plan:
 - Idea Catchers
 - Handout #5: Managing Time Based on Priorities
 - Handout #7: Ethical Dilemmas
 - Handout #8: Things to Do
- Share some ideas with the cohort.

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Final Ideas

- Continue relationships with mentors and peers;
- Try out different practice environments;
- Understand the “whys” of child welfare;
- Get involved in developing best practice;
- Maintain your health;
- Assess for strengths and evaluate progress in small steps;
- Strive for integrity;
- Commit to lifelong learning; and
- Mentor others.

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Next Steps

- Review handouts from this section and revise Handout #10: Professional Development Plan as needed;
- Discuss the plan with your supervisor and revise as needed;
- Complete an ITNA with your supervisor;
- Complete final on-line training, including the on-line version of Post-Training Development Plan; and
- Continue learning and growing.

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Recognition

- Congratulations to those of you who have completed the classroom portion of: Charting the Course towards Permanency for Children in Pennsylvania.



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Closing

- Evaluations
- Bibliography
- Dismissal



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56
