THE PENNSYLVANIA CHILD WELFARE RESOURCE CENTER

THE PALETTE

DECEMBER 2020

Instructor Spotlight

INSIDE THIS ISSUE

THERE ARE NO LIMITS TO WHAT YOU CAN ACCOMPLISH, EXCEPT THE LIMITS YOU PLACE ON YOUR OWN THINKING.

— BRIAN TRACY

BRIANTRACY.COM

Submitted by: Crystal Turner

The CWRC strives to recognize all instructors and consultants for your ongoing commitment to the efficient and effective delivery of training sessions to Pennsylvania's child welfare professionals. We are deeply appreciative of your hard work and dedication to the field. As instructors and consultants, your important role functions as a key to successful training sessions across the state, therefore we aim to highlight your diligence and commend your efforts through spotlight recognition in this ongoing feature.

A special thank you to Deborah Gadsden, L.S.W., M.S.W., M.H.S.

University wide, we continue to engage in ongoing, meaningful conversations around race equity and system transformation. This year, the CWRC began outlining next steps through a collaboration with the Center for the Study of Social Policy (CSSP). Deb Gadsden volunteered to join us in our commitment to action towards becoming an anti-racist organization. Deb actively participates in monthly meetings, both internal within the CWRC as well as within our partnership with the CSSP, and brings a shared passion for change to every discussion. Deb continuously offers meaningful perspective and important considerations as we pursue next steps within our work.

In addition to Deb's membership and participation within our workgroup, she frequently shares resources that aid in our learning and growth as an organization. Remarkably, Deb recently learned that her article, A Changing Perspective on Child Welfare: From Teen Mom to Seasoned Professional, was accepted by CWLA's 100th Anniversary edition of the Child Welfare Journal titled "Reflections on Child Welfare Areas of Practice, Issues, and Service
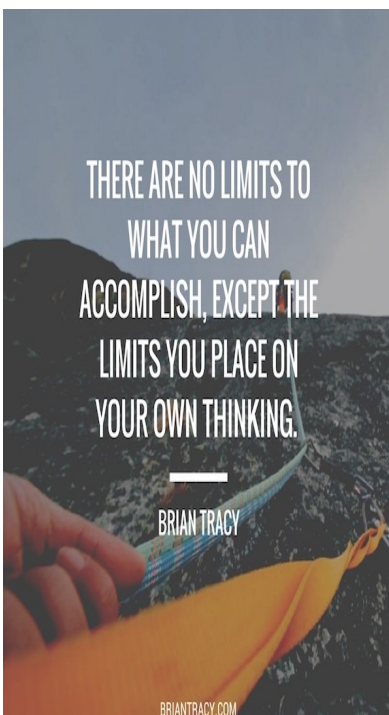
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Populations: Sociological Autobiographies". We are honored to work alongside Deb within our group as we continue to increase our agency wide awareness of systemic issues within the child welfare system. Deb graciously approved for us to share this news within our instructor community, therefore, please let me know if you are interested in reading her article and I will be happy to send it to you as an attachment via email.

Deb, thank you for your support and dedication to our race equity work. We look forward to continuing our growth as we look ahead to 2021.

Thank you to all instructors for your continued commitment to the CWRC during this difficult year. I want to take a moment to acknowledge our appreciation for all that you do and for your continued support of our program through all the new changes that we are experiencing together. Your feedback is genuinely appreciated and is extremely valuable to us. We encourage you to continue submitting instructor feedback, especially as we moved quickly from in-person training sessions into remote delivery of our curricula. Please feel free to follow up with myself or Sharon Williams if you have any questions related to the instructor feedback process.

If you would like to shine the spotlight on an instructor/consultant for upcoming editions of The Palette, please send an email to Crystal Turner at cnt24@pitt.edu and include a brief description of your accolades.

A person who never made a *Mistake* never tried anything new.

-*Albert Einstein*

<u>Service Delivery Report Process</u>

Submitted by: Sharon England and Crystal Turner

On occasion, you may receive outreach from the CWRC referencing a service delivery report.

Service delivery reports occur when an administrator, manager, or supervisor from a county and/or state agency contacts us to express satisfaction or concern about a service delivered by the CWRC. When we receive a service delivery report, our practice is to contact the individual to share the information and, when applicable, to provide them an opportunity to respond or provide clarification if the report communicates a concern about the delivery. Service delivery reports also provide us with valuable information for our Instructor Spotlight articles included within the Palette.

If the service delivery report indicates a concern, our approach is designed to gain a better understanding of how we can improve our services and offer, when applicable, support and professional development opportunities to the service provider. If you experience challenges during a training session and your effort to provide strength-based interventions does not resolve the concern(s), we encourage you to reach out to the Resource Center so that we can provide you both guidance and support. For immediate support during the training day, please ask your moderator to follow the point of contact guidance outlined within the Moderator Guide. If your follow-up with the CWRC occurs after the training session, please reach out to your Regional Resource Specialist at cwrcrrs@pitt.edu.

The time frame for completing our inquiry varies given the number of interviews and scheduling challenges we encounter. However, we always attempt to reach a conclusion or resolution within 30 days of our receipt of the service delivery report. We empathize with the angst and anxiety that a service delivery report may cause. We appreciate your patience to allow us sufficient time to fully examine the situation which includes waiting for responses from others. Our goal is to be responsive to both you and our service recipients and stakeholders. When you have questions about the status of a service delivery review or any other inquiry, please always feel free to reach out and inquire with us in a strength-based, respectful manner.

Teaming with Moderators

Submitted by: Crystal Turner

As remote training sessions continue, the primary functions of the moderator role are outlined below to support successful teaming before, during, and after training delivery.

Before your scheduled training session, your moderator will:

- Reach out 1 ½ to 2 weeks prior to schedule a prep meeting with you
- During the prep call, a moderator will discuss the following:
    - ♦ Attendance process
    - ♦ InteDashboard
    - ♦ Preferences for sharing materials/displaying the handouts
    - ♦ How you prefer to be notified when there are comments in the chat
    - ♦ Confirmation of the start time
    - ♦ Questions or concerns

Moderator responsibilities during a remote training session include:

- Starting the Zoom session
- Admitting participants from the waiting room into the training session
- Assisting in the creation of the Zoom breakout rooms
- Assisting the instructor with participant access into InteDashboard by displaying the participant log on instructions
- Toggling the "host" role between the instructor and moderator as needed to access all Zoom functions
- Monitoring participant attendance and workshop engagement / report concerns to instructor in private; in the event that concern arises as to whether or not a participant should receive training credit for complete the workshop, the moderator will report this information to the CWRC using the point of contact in the Moderator Guide
- Supporting the instructor in identifying which materials should be displayed on the screen
- Referring questions or concerns about curriculum or training delivery to the instructor
- Functioning as a tech liaison for issues that cannot be resolved in the moment; If additional support is needed, the moderator should conduct outreach to the CWRC using the point of contact in the Moderator Guide

At the completion of your training session, a moderator will:

- Debrief with you
- End the remote training session in Zoom

If you have any questions about the moderator role, please reach out to myself or Sharon Williams for more clarity.

>>> **COMING SOON!** <<<

Lunch & Learn Sessions

12 PM - 1 PM

- 2021 Lunch & Learn sessions will be offered monthly as professional development events

- Topics and presenters will be shared as we have more details

- Lunch & Learn sessions will be optional, not required

- You will receive one-hour towards the yearly professional development requirement for every session that you attend

To suggest a topic:

📞 717-440-5100

🌐 Email: cnt24@pitt.edu

We look forward to seeing you there!

Simulation Innovation: Going Remote

Contributed By: Amber Snyder

At the time of writing, the Child Welfare Resource Center has run or supported over 1,800 hours of simulation-based training in a virtual world. I will give you a minute to let that digest.

When 2020 began, none of us could have predicted that this is where we would land by the end. If we could reset, I am sure many of us would want to try a redo of 2020. There is one thing I would not change, the addition of remote simulation-based training.
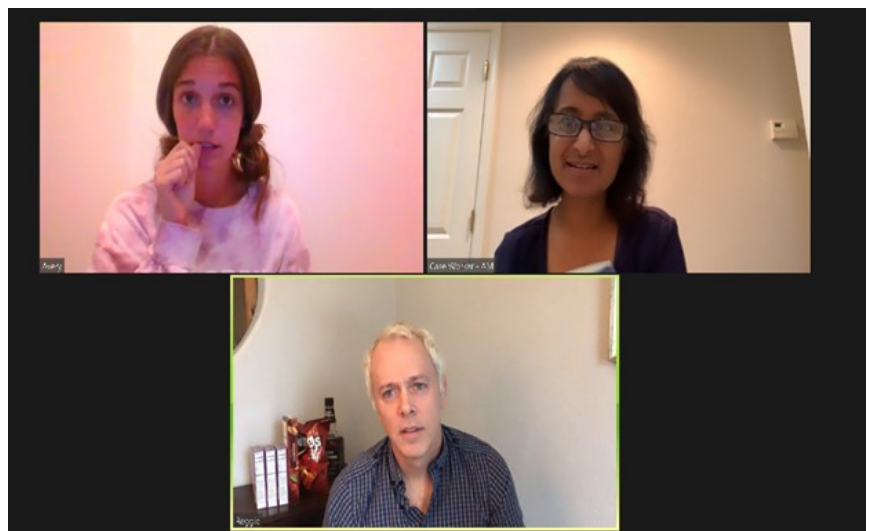
Very quickly after the Child Welfare Resource Center moved its staff to a remote status, we convened to determine how to move forward and continue to provide the essential certification training child welfare professionals need to do their job with competence. Only nine months after transitioning to our new Foundations of Child Welfare Practice series, we were back at the drawing board.

The good news was that innovation runs through our blood. Beginning with a collaboration with Allegheny County, we quickly moved into planning and pilot mode to see how we could make simulation-based training work virtually. We pulled in our Standardized Clients who brought a wave of brilliant ideas to the table. We collaborated with other agencies, in all fields, to learn how they moved their simulation to zoom.

Leading up to June 1, we prepared our instructors. Now only ten months removed from learning brand new curriculum and delivery methods, the instructors did not miss a beat, re-training their brains to deliver a brand-new delivery method once again.

Claire Sabatine (top left) and Timothy McGeever (bottom) portray Avery and Reggie while being interviewed by Asha Makam

Virtual simulation has started to feel like normal. We have gotten the flow of facilitating, incorporating the "home visit" and using video and audio to mimic the simulation lab space. We have even designed and planned for some permanent virtual simulation sessions. Most importantly, we could not have done it without the flexibility and adaptability of our instructor pool.

Thank you all! We cannot wait to see you all next year, back in the simulation labs!

Reminder of Remote Training Etiquette

Submitted by Mike Danner

In August, a Remote Training Etiquette guidance was developed for training participants. We shared this guidance with County Training Liaisons and Administrators through email and referenced the guidance as a reminder during our quarterly All County Training Calls. This was also shared most recently during the Instructors Forum.

Here are the Remote Training Etiquette guidelines:

- Participate in remote training sessions from a quiet and private workspace where you will not be interrupted.
- If you are joining the remote session with other staff in the same room, everyone must sign into the session using their own device. It is recommended that each participant have their own space rather than being in a room together.
- Please log in to all training sessions *30 minutes before* the scheduled start time whenever possible to ensure there are no technology problems to address.
- You must join the remote session with a laptop, tablet, or Chromebook with a functional microphone and camera. Participants need to be able to log on to a device, **not their cell phone**, and have access to Zoom.
- Fully engage in the training, with your camera on when possible. This allows for the trainer to see your non-verbal cues and respond accordingly.
- You are required to be on camera for simulation-based training sessions.
- You are required to conduct yourself professionally throughout the training sessions including actively looking at the computer screen, being mindful of your attire, being mindful of what can be seen on camera, reducing the amount of distractions in your learning environment, and managing personal situations during breaks and lunch.
- You must complete all pre-requisites in E-Learn prior to joining the Zoom session. Any participants who do not complete the required pre-requisites will be asked to leave the Zoom session and reschedule.
- Your Advisor/Supervisor should meet with you regarding your remote training experience to ensure your acquisition of knowledge, skills development, and application to practice.

If you have any questions regarding this guidance, please contact Mike Danner at MJD12@pitt.edu or Nicholas Ranney at NER20@pitt.edu.

<u>Foundations of Supervision Update</u>

Submitted by: Jesse Stockwell

The first pilot of *Foundations of Supervision*, the update to the *Supervisor Training Series*, is drawing to a close this month. Eight new supervisors joined us remotely from six different counties across the commonwealth to successfully complete the series.

Foundations of Supervision (FOS) follows the same Team-Based Learning™ format as the *Foundations of Pennsylvania Child Welfare Practice* certification series for new caseworkers. Participants complete online preparatory work through eLearn, guided field work assignments at their agency, and attend instructor-led Zoom sessions. In diverse teams, participants practice working together to apply new knowledge and skills to realistic and challenging problems related to child welfare supervision. Participants also engage in simulations of difficult conversations with Standardized Clients portraying caseworker supervisees. There are seven modules in FOS covering professional boundaries, teaming within the agency and with external partners, data-driven decision making, workforce development, coaching and performance management, and implementing and coping with change.

The series was originally to pilot in Mechanicsburg beginning in March 2020 and was rescheduled as a remote pilot due to the COVID-19 pandemic. The decision to pivot to a remote pilot was an additional challenge for our dedicated pilot instructors, but they handled it with grace and skill and delivered a rich learning experience to our participants. We would like to recognize and thank Amy Bass, Pat Gadsden, Doug Waegel, and John Fritts for their flexibility and commitment, and are looking forward to having them pilot the series again beginning in early 2021.

Instructors also played a vital role in the development of FOS long before it was ready for pilot. Thank you to all of the instructors who served as part of our subject matter expert pool for the FOS Curriculum Needs Assessment and as curriculum content reviewers. Special thanks and much appreciation to instructors Wendy Hoverter, Deborah Mock, Nancy Clemens, Claudia Conrad, and Doug Waegel for contributing their expertise to the development of content for the series. We would also like to recognize and thank instructors Deborah Gadsden, Pat Gadsden, Sherrian Carthy, Sakia Foster, Aminata Simbo, Adella Dixon, Lisa Smith, and Joan Mosier for participating in a focus group to develop application activities related to race equity issues in child welfare. Your expertise has been invaluable to us.

Foundations of Supervision is scheduled to pilot again remotely in early 2021, with a launch date to be determined. Stay tuned!

<u>ADA Compliance Efforts</u>

Submitted by Jenny Gardner

A few months ago, the University of Pittsburgh released a requirement for every department to comply with the Americans with Disabilities Act for electronic information technology. The requirements can be summarized by saying we need to go beyond providing information, to providing information equitably to participants who have different accessibility needs. For the Resource Center, reaching compliance affects our websites, how we store and share course information with participants, live events and trainings, and our online training modules. We are working with our colleagues at the School of Social Work on main campus to assess our current compliance, plan the needed steps, implement the plans, and to develop a system for ongoing monitoring and adjusting of how we use technology.
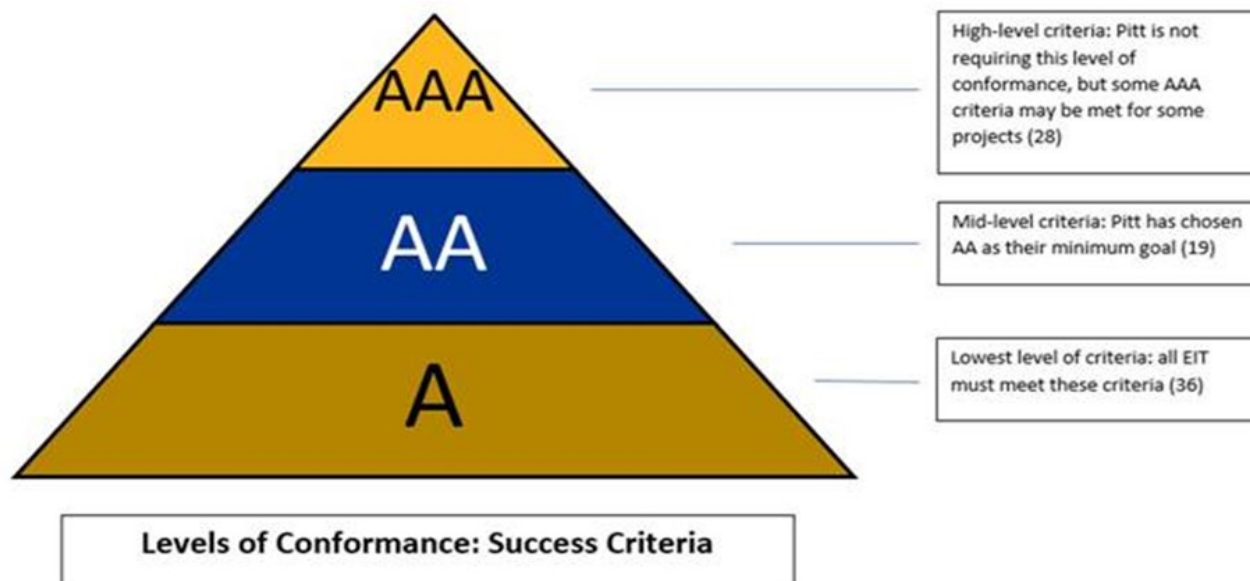
We will be following the WCAG Guidelines (June 2018) which were developed to specify how to meet the general ADA requirements. The WCAG Guidelines are divided into four principles:

1. Perceivable - Information and user interface components must be presentable to users in ways they can perceive.

    - This means that users must be able to perceive the information being presented (it can't be invisible to all of their senses)

2. Operable - User interface components and navigation must be operable.

    - This means that users must be able to operate the interface (the interface cannot require interaction that a user cannot perform)

3. Understandable - Information and the operation of user interface must be understandable.

    - This means that users must be able to understand the information as well as the operation of the user interface (the content or operation cannot be beyond their understanding)

4. Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

    - This means that users must be able to access the content as technologies advance (as technologies and user agents evolve, the content should remain accessible)

Each principle is sub-divided into numerous specific guidelines. Each guideline is assigned a level of criteria: A, AA, and AAA:

High-level criteria: Pitt is not requiring this level of conformance, but some AAA criteria may be met for some projects (28)

Mid-level criteria: Pitt has chosen AA as their minimum goal (19)

Lowest level of criteria: all EIT must meet these criteria (36)

Levels of Conformance: Success Criteria

For information on how levels of conformance were identified, please use the following link:
https://www.w3.org/WAI/WCAG21/Understanding/conformance#levels

You may be wondering what this means for you as instructors. The primary difference is that there will be a plan on how to respond to accommodation requests so you know what to do, who to reach out to, and what resources may be available. We will also develop a process to solicit accommodation requests early in the registration process to reduce scrambling and allow us to provide the most equitable access possible, with the least strain on you. We will also be making slight changes to and recommendations for facilitation such as:

- Checking in with participants during introductions to re-ascertain if accommodations are needed
- Selecting colors of markers for flip charting
- Asking you to verbally explain images being presented if someone has a visual impairment
- Asking you to incorporate examples of best practice for working with people who have different abilities and accommodation needs. Modeling the use of people-first language (example: a person uses a wheelchair, they are not defined as wheelchair bound) and avoiding offensive language (example: someone is not crazy, they have a mental illness - and yes, mental health concerns are covered by ADA!)

We are beginning our online course adjustments with the certification courses for new caseworkers and supervisors, and *Mandated Reporting*, and will proceed from there.

As instructors, you are already experienced in ways to provide accommodation, and we are asking you to share your best ideas and challenging experiences to inform our planning and implementation.

Please reach out to Jenny Gardner via email to jeg121@pitt.edu and share your experiences or request a call. We all appreciate your input and support of this initiative to increase equity!

2021

WISHING YOU A SAFE & HAPPY NEW YEAR!

Thank you for all that you do to support Pennsylvania's children, youth, & families.
Best wishes from all of us at the CWRC!

The Pennsylvania Child Welfare Resource Center is a national leader in advocating for an enhanced quality of life for Pennsylvania's children, youth and families.

In partnership with families, communities, public and private agencies, we prepare and support exceptional child welfare professionals and systems through education, research and a commitment to best practice.

PALETTE CONTRIBUTORS

Melissa Yoho	Andrea Merovich
Crystal Turner	Jenny Gardner
Michael Danner	Sharon England
Jesse Stockwell	Amber Snyder

403 East Winding Hill Road
Mechanicsburg, Pennsylvania 17055

Phone: (717) 795-9048
Fax: (717) 795-8013
www.pacwrc.pitt.edu