THE PALETTE

THE PENNSYLVANIA CHILD WELFARE RESOURCE CENTER

MAY 2021

Instructor Spotlight

> "Nothing is IMPOSSIBLE. The word itself says 'I'M POSSIBLE!'"
>
> AUDREY HEPBURN

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 Trudi Krick!

During a recent delivery of Foundations Module 7: Introduction to Dependency Court Practice, Trudi noticed that we did not have any Standardized Attorneys in attendance for the simulation. Additionally, she was operating without a moderator that day.

Despite the challenges that Trudi encountered at the start of her training session, she remained calm, inventive, and positive until we were able to secure coverage to support the attorney roles. While awaiting support, Trudi creatively used time to enhance participant learning through a group activity. During the simulation, Trudi provided exemplary feedback to learners to enhance their professional growth and preparedness for court testimony. Trudi was a shining example of professionalism as she successfully guided participants through their application of skills!

Thank you, Trudi, for your strength-based collaboration and patience with our staff that day. You are appreciated!

Thank you to all instructors for your continued commitment to the CWRC during the pandemic. 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 have experienced together.
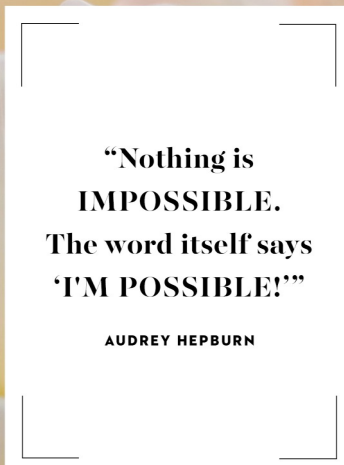
If you would like to shine the spotlight on an instructor/consultant for upcoming editions of The Palette, please send an email to Crystal Turner at cnt24@pitt.edu and include a brief description of your accolades.

Bridge Update

Submitted By: Kari Giles

Here are some of the upgrades coming soon to Bridge:

- In the workshop attendance screen, a number will be displayed for instructors that shows how many people they have taken attendance for vs how many are registered
- Instructors can now edit their blackout dates in their current survey
- We will be adding a "Special Assistance Request" area to the demographics screen for trainees to indicate if they have any special needs, e.g., visually impaired, hearing impaired, etc.
- The multi-day attendance bug (attendance was being displayed as a range of dates as opposed to specific dates) has been fixed

Bridge reminders:

- Please be sure to take accurate attendance, marking all trainees as either present or absent at the end of each day of your workshop, and close the attendance for that day. On the last day of your workshop when attendance has been closed, evaluations will be sent to trainees
- Pre-work reminders are sent to trainees 72 hours before a workshop starts and everyday there-after until the pre-work is completed by the trainee
- Don't forget, you can always login to Bridge before your workshop starts to see registered participants. However, for your convenience, we will also email you a list of registered trainees the evening before a workshop starts

Going forward, we will continue to provide you regular Bridge updates via the Palette to keep you informed of the very latest news. We would also love to hear any feedback, suggestions, and ideas you may have about Bridge via our online form at http://forms.cwrc.pitt.edu/BridgeFeedback/. If you have any technical issues or questions, please email the Bridge team at BridgeHD@pitt.edu.

Instructor Race Equity Workgroup Meetings

Submitted by: Crystal Turner

The Instructor Race Equity Workgroup will continue to meet once a month from 4pm-6pm. While attendance is optional, it is strongly encouraged as we envision an instructor community committed to a shared goal in dismantling systemic racism.

Our working agreements will continue to be a fluid document and guide us through our discussions about race. The updated working agreements, which were adapted from a recent instructor race equity workgroup meeting, are included below as a reference.

- Take care of yourself
- Listen Deeply
- Accept one another's reality
- Challenge yourself
- Being vulnerable
- Acknowledge where you are at with racial awareness
- Open to learning from other's and getting to a place of comfort/building on emotional intelligence
- Don't make assumptions: be brave enough to ask questions.
- Listening to understand instead of listening to respond
- Utilize the parking lot or shelving the idea to gain more information to address later when you have more knowledge
- Accept people's emotional responses to the discussion
- Expect to experience discomfort
- Use the term "ouch" when uncomfortable or when something needs to be discussed further
- Being okay with feeling uncomfortable and having courageous conversations when needing to address any discomfort
- Respect Confidentiality -take the stories, leave the names
- Consenting to learn in public
- Agree to disagree – how we work through that and move forward in working together
- Speak from "I" statements
- Do: Be explicit about Race and racism

  ◊ Don't use coded language (exampled below)
    https://www.youtube.com/watch?v=kttRPce2HEU&list=RDCMUCay_OLhWtf9iklq8zg_or0g&index=1
    https://designingforinclusion.com/2017/07/29/coded-language-say-what-you-really-mean/
  ◊ Do Point out coded language when it occurs
  ◊ Examples of Microaggressions below
    https://sph.umn.edu/site/docs/hewg/microaggressions.pdf
    https://www.youtube.com/watch?v=XjgozDwAjqg

- Do: Acknowledge that even though Race is a social construct (i.e., not biologically real), it still has real-world implications
- Don't promote the idea of being "colorblind."

- Share resources and support for having these conversations
- W.A.I.T.—Why Am I Talking?
  - ◊Am I talking for approval and to be overly helpful? (Rescuer)
  - ◊Am I talking to control and take charge of the situation? (Persecutor)
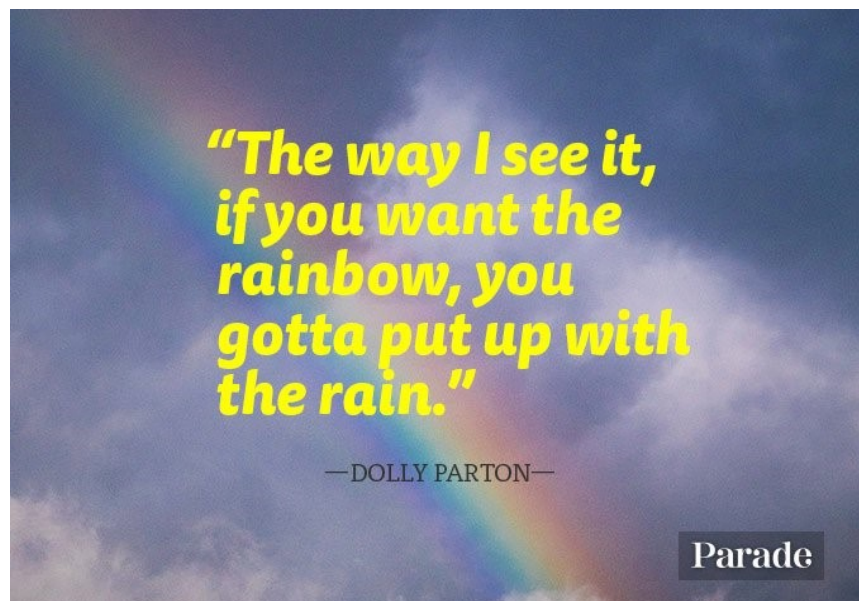 - ◊Am I talking to complain and whine about all I don't like? (Victim)

Many of our behaviors are habitual and probably none more so than talking.
Here are a few reflective questions to ask yourself before you leap into a conversation:
  - ◊What is my intention behind what I am about to say?
  - ◊Take a pause to think about language prior to reacting
  - ◊Practice deep listening before you begin to speak—sit with what someone else has shared
  - ◊Is there a question I could ask that would help me better understand what the other person is saying and perceiving?
  - ◊How might I simply listen and let go of my urge to talk in this moment?

We believe our work in this area provides a framework and foundation on addressing all forms of equity. Part of becoming an anti-racist organization includes creating an inclusive environment, one where everyone can show up with their full identity and self. As a reminder, <u>Effective July 1, 2021</u>, The Pennsylvania Child Welfare Resource Center requires that half of the six (6) credit hours be topic-focused on race equity and inclusion. Instructors have many options for obtaining their six required professional development hours and can meet the three (3) hour minimum topic-focused requirement on race equity through participation in various training opportunities and events. Please review the Instructor Professional Development Hours guidance outlined in the Palette for more information on this policy.

If you have any questions, concerns, or ideas for our upcoming race equity workgroup meetings, please reach out to me at <u>cnt24@pitt.edu</u>.

"The way I see it, if you want the rainbow, you gotta put up with the rain."

—DOLLY PARTON—

Parade

LUNCH & LEARN SERIES

WHAT DOES PARTICIPATION MEAN IN TEAM-BASED LEARNING?

Join Jenny Gardner and Dr. Liz Winter to talk about how the TBL model can work as well for learners who are quieter, as it does for participants who are more vocal.

October 12, 2021
12 P.M. to 1 P.M.

Valuable contributions come in many forms. While contributions by vocal learners are more likely to be noticed, quieter contributions may be equally or more valuable.

Join us over lunch & learn! ◆◆◆ See you there!

Instructor Professional Development Hours

All active CWRC Instructors must obtain a minimum of six (6) hours of professional development training each fiscal year (July 1 – June 30) in order to maintain active status as a contractor for the University.   This document provides a list of frequently asked questions and answers regarding this policy.

Effective July 1, 2021, the Pennsylvania Child Welfare Resource Center will require that half of the six (6) credit hours be related the topic of race equity and inclusion. Instructors have many options for obtaining their six required professional development hours and can meet the three (3) hour minimum topic-focused requirement on race equity through participation in various training opportunities as indicated below.

Who is required to obtain credit hours?

All active Instructors of the Pennsylvania Child Welfare Resource Center are required to obtain credit hours.

How many credit hours are required?

Six (6) total hours of professional development training are required each fiscal year (July 1 – June 30). Three (3) of those hours must be topic-centered in the area of race equity and inclusion.

What counts as professional development training?

Most courses offered by the CWRC will satisfy this professional development requirement. In addition, training in child welfare, consulting or training skills or related topics offered by other organizations are acceptable. Online courses are acceptable when the instructor can provide a course description, the number of hours of training, and documentation that they completed the course.

What training opportunities does the CWRC offer for instructors?

Instructors have many options for obtaining their six required professional development hours. Instructors may take advantage of:
- Most CWRC instructor-led training courses offered around the state
- Statewide Instructor Events
- Training or events offered through external organizations
- CWRC Online Courses, such as Implicit Bias training
- Instructor Race Equity Workgroup meetings when projected credit hours are communicated on the agenda
- University of Pittsburgh diversity forum events

Instructors who wish to attend CWRC trainings must register. Please email: cwtpreg@pitt.edu to register for CWRC classroom or online trainings.

How do I get credit for completing CWRC professional development training hours?

If you register for and attend CWRC classroom training or complete CWRC online training, you will automatically receive credit for the specified number of hours of professional development.

Which CWRC training courses do not count as professional development training?

Attendance at CWRC *Training on Content workshops* **DO NOT** count toward your annual professional development hours requirement.

How do I get credit for completing non-CWRC professional development training hours?

Mail, email, or fax the workshop or course description and your certificate of attendance/completion to:
FAX: 717-795-8013
EMAIL: MEC153@pitt.edu
MAIL: The Pennsylvania Child Welfare Resource Center
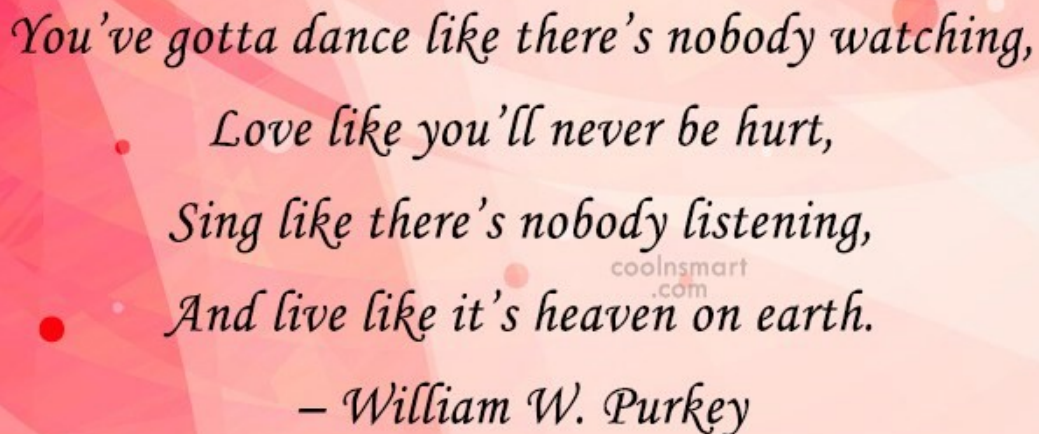University of Pittsburgh, School of Social Work
Attn: Melissa Yoho

2021 Training Approach

Submitted by: Crystal Turner

In the interest of public health and to ensure no disruptions in training delivery due to the potential need to quarantine participants, staff, and contractors, The Pennsylvania Child Welfare Resource Center will conduct virtual training delivery for the remainder of the 2021 training calendar. We appreciate your patience and understanding, as we continue to monitor and adjust our approach based on current conditions and guidance from the University, State, and Federal government.

There will be additional advanced level courses added to the virtual training calendar to allow a diversity in content offered. We are working on our remote October-December 2021 training calendar now, which includes switching the locations to "remote" in Bridge. We will be sharing the training calendar with stakeholders in early-mid September. Please reach out to me as soon as possible if you need to cancel a training commitment that you previously accepted and planned to deliver in-person.

As we look back at what we have accomplished in a virtual world over the past year and a half, we continue to be grateful for your support and commitment to our organization. Thank you for all that you do to enhance the child welfare field, especially during the most difficult times. We will continue to communicate timely updates on our return to in-person training as more information is available. Sending continued well wishes for you and your families as we navigate through these changes together.

You've gotta dance like there's nobody watching,
Love like you'll never be hurt,
Sing like there's nobody listening,
And live like it's heaven on earth.

– William W. Purkey

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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.

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