

WORKSHOP DIRECTORY PAGE

TITLE: “Charting the Course towards Permanency for Children in Pennsylvania”
Module 3: Using Interactional Helping Skills to Develop Caseworker/Client Relationships

COMP. #: 110

NO. HRS: 6

DATE: August 2007

COMPETENCIES:

- 101-3:** The Child Welfare Professional knows the values of Child Welfare practice, including client self-determination, permanence, family preservation, preservation of parent's and children's rights, and respect for individual differences.
- 101-4:** The Child Welfare Professional understands the dual roles of the Child Welfare Caseworker to protect children from maltreatment, and to provide services to enable and empower families.
- 101-12:** The Child Welfare Professional 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.
- 102-1:** The Child Welfare Professional is able to apply social work values and principles in practice, including respecting the self-determination, dignity, and individuality of the family.
- 102-8:** The Child Welfare Professional understands the potential effects of cultural and ethnic differences on the development of the casework relationship, and knows strategies to establish relationships with families from cultural backgrounds different from one's own.

LEARNING OBJECTIVES: Participants will be able to:

- Recognize how culture can play a part in how Child Welfare Professionals use interactional helping skills to develop a mutually beneficial caseworker/client relationships
- Recognize the importance of managing personal stress to prevent burn-out.

CALENDAR SUMMARY:

Module 3 of Charting the Course, Using Interactional Helping Skills to Develop Caseworker/Client Relationships, emphasizes the importance of cultural competence in child welfare practice. Cultural competence requires recognition and acceptance of cultural differences, respecting and valuing these differences, applying this understanding during interviews, assessment of child abuse and neglect, as well as the development of the family service and permanency plans. This workshop provides participants the opportunity to practice the Interactional Helping Skills of “Tuning in to Self” and “Tuning in to Others” to gain

appreciation and insight into the similarities and differences that may exist between the Child Welfare Professionals culture, values, beliefs and attitudes and the culture, values, beliefs, and attitudes of the families they are working with. The workshop also addresses the co-existing professional values of respect for the clients, being non-judgmental, and avoiding any conflict of interest in dealing with child abuse and neglect. This workshop is *not* eligible for Continuing Education Credit Hours (CEU) for LSW, LCSW, LPC, and LMFT.

TARGET AUDIENCE:

Child Welfare Professionals seeking certification as Direct Service Workers, Private Provider Professionals (as determined by Training Program policy).

EXPECTATIONS OF THE TRAINER:

The trainer must know the interactional skills and the impact of culture on child welfare intervention. A basic knowledge of child welfare law, the regulations, the *Pennsylvania Standards for Child Welfare Practice* (January, 2000), and the daily workings of a public child welfare agency helps in answering questions from the participants as they seek to understand how their job fits into the processing of a case. The trainer must also have considerable experience in conducting training workshops, should have excellent group facilitation skills, and should have knowledge regarding the Pennsylvania Child Welfare Training Program.

PENNSYLVANIA STANDARDS/CFSR:

Permanence

IH: Assessment: Consider Culture

MATERIALS NEEDED TO PRESENT WORKSHOP:

- ✓ 2 Flipchart stands
- ✓ 2 Blank flipchart pads
- ✓ Colored markers
- ✓ Masking tape
- ✓ Name Tents
- ✓ Overhead Projector and Screen
- ✓ TV
- ✓ VCR/DVD
- ✓ Overheads
- ✓ Handouts

LIST OF HANDOUTS:

- 1: Learning Objectives and Competencies (1 page)
- 2: Agenda for Module 3 (1 page)
- 3: It's in Every One of Us (1 page)
- 4: Tuning in to Self (1 page)
- 5: Tuning in to Self Video Practice (1 page)
- 6: Case scenario for Shaquille (1 page)

- 7: Case scenario for Connor (1 page)
- 8: Tuning in to Others (5 pages)
- 9: Tuning in to Others Roles (2 pages)
- 10: Who Do You Think I Am? (1 page)
- 11: Stress: Take Action for a Happier, Healthier Life (2 pages)
- 12: Personal Assessment Exercise (1 page)
- 13: Self Assessment for Module 3 (1 page)
- 14: Transfer of Learning Activities Module 3 (1 page)

LIST OF OVERHEADS:

- 1: Learning Objectives (1 page)
- 2: Agenda for Module 3 (1 page)
- 3: Tuning in to Self (1 page)
- 4: Questions – Tune in to Self (1 page)
- 5: Tune in to Self: Applying the Skill to Casework Practice (1 page)
- 6: Tuning in to Others (1 page)
- 7: Stereotypes (1 page)
- 8: Culture (1 page)

LIST OF VIDEOS

- 1: It's In Every One of Us
- 2: Tuning-in to Self: (Good)
- 3: Tuning-in to Self: (Bad)
- 4: Tuning-in to Others (Good)
- 5: Tuning-in to Others (Bad)

CREDIT ASSIGNED:

CE for LSW, LCSW, LPC, & LMFT (None)