

## WORKSHOP DIRECTORY PAGE

**TITLE:** “Charting the Course towards Permanency for Children in Pennsylvania”

Module 4: Overarching Framework for Practice

**COMP. #:** 110

**NO. HRS:** 6

**DATE:** August 2007

### COMPETENCIES:

- 101-1: The Child Welfare Professional understands the legal and philosophical bases of Child Welfare practice.
- 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.
- 102-2: The Child Welfare Professional understands the importance of effective case assessment and planning as the foundation of casework intervention.
- 102-3: The Child Welfare Professional knows the proper sequence of steps in the case planning process.
- 102-5: The Child Welfare Professional is able to integrate the use of authority with the use of casework methods to simultaneously protect children and engage families.
- 102-6: The Child Welfare Professional is able to use casework methods to defuse family hostility and resistance.
- 102-7: The Child Welfare Professional is able to integrate the use of authority with the use of casework methods to simultaneously protect children and engage families.
- 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.
- 102-12: The Child Welfare Professional is able to conduct effective casework interviews. This includes the ability to communicate the purpose of the interview; to control the process and direction of the interview while encouraging family participation; to use a variety of interview methods, including open and closed-ended questions, clarification, support,

summarization, and confrontation; and to help families communicate feelings as well as facts.

**LEARNING OBJECTIVES:** Participants will be able to:

- ✓ Recognize the benefits of using the Helping Skills Model in Child Welfare to engage families

**CALENDAR SUMMARY:**

Module 4 of Charting the Course, Overarching Framework for Practice, introduces the new Child Welfare Professionals to the overarching framework for child welfare casework practice in the county agency. This framework is the “process” framework that identifies the relationship-based tasks that the Child Welfare Professional needs to complete with the family sequentially in order to achieve the outcomes of the overall mission of timely safety, permanency, and well-being for children, youth, and families in Pennsylvania. 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

**EXPECTATIONS OF THE TRAINER:**

The trainer will be knowledgeable about the entire child welfare casework process, be skilled in clearly stating the role and purpose for various types of child welfare contacts, and be skilled in teaching and managing emotions by using the identified steps in the curriculum. They should also have a basic knowledge of the child welfare laws and regulations (both federal and state), and the Pennsylvania Standards for Child Welfare Practice (January 2000). They should be familiar with the interactional helping skills and have effective presentation and practice facilitation skills.

The trainer should have considerable experience in conducting training workshops, should have excellent group facilitation skills, and should have knowledge regarding the PA Child Welfare Training Program.

**PENNSYLVANIA STANDARD/CFSR:**

None

**MATERIALS NEEDED TO PRESENT WORKSHOP:**

- ✓ Name tents
- ✓ Masking tape
- ✓ Colored markers

- ✓ 2 Flip chart stands
- ✓ 2 Blank flip chart pads
- ✓ TV/VCR/DVD Player
- ✓ Overhead Projector and Screen
- ✓ Overheads
- ✓ Handouts
- ✓ **Reference Books: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** (1 for each participant to use during the training). NOTE these are to stay in the training room. Participants were given this reference book on CD in Module 1)

### **LIST OF HANDOUTS:**

1. Participant Demographics Survey (1 page)
2. Learning Objectives and Competencies (1 page)
3. Agenda for Module 4 (1 page)
4. Phases of Casework Practice: Navigational Guide (1 page)
5. The Casework Relationship/The Casework Interview (1 page)
6. Using the Interactional Skills to Engage Families in Child Welfare (1 page)
7. Case Examples (Determine the Phase of the Helping Skills Model) (2 page)
8. The Four Phases of the Helping Skills Model (8 pages)
9. Interviewing Skills: Purpose, Process, Phases. (1 page)
10. The Phases of an Interview (2 pages)
11. Initial Introduction Information (1 page)
12. Clarifying Purpose & Role (1 page)
13. Feedback Observation Form 1 (1 page)
14. Feedback Observation Form 2 (1 page)
15. Definition of Managing Protective Authority (3 pages)
16. Anger Thermometer (1 page)
17. Helping Others to Manage Anger (1 page)
18. The Hernandez Family (1 page)
19. Feedback on Managing Protective Authority (1 page)
20. Self Assessment for Module 4 (1 page)
21. Transfer of Learning Activities for Module 4 (2 pages)

### **LIST OF OVERHEADS:**

1. Learning Objectives (1 page)
2. Agenda for Module 4 (1 page)
3. Interviewing Skills: Purpose (1 page)
4. Interviewing: A Dynamic, Interactive Process (1 page)
5. The Phases of an Interview (1 page)
6. Legal Guidelines for Child Welfare in PA (1 page)
7. The Mission of Child Welfare (1 page)
8. Standard I-D: Assessment – Conduct Safety Assessment (1 page)
9. Greeting the Client/Family (1 page)

## **LIST OF VIDEOS**

1. Clarify Worker's Purpose and Role (Good Example)
2. Clarify Worker's Purpose and Role (Bad Example)
3. Managing Protective Authority (Good Example)
4. Managing Protective Authority (Bad Example)

## **CREDIT ASSIGNED:**

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