

LESSON PLAN/NARRATIVE

Day 2

Module 1: Understanding the Context of Child Welfare Practice

Time Approximately 30 minutes

Rationale Successful implementation of ASFA, CQI, CFS depends largely on the ability of child welfare supervisors and managers to understand the changes ASFA, CQI, CFS is making on the child welfare system, especially in management, casework practice, relationships with the courts and community partners. Child welfare supervisors and managers are now working within a system that measures outcomes and process associated with delivering services to children and families. Supervisors are accountable for leading the transition to a performance-based system, while at the same time supporting frontline workers as they incorporate ASFA, CQI, CFS responsive practice changes.

Learning Objectives:

1. Define the major requirements of ASFA
2. Understand the context of this training in light of ASFA, CFS, CFSRs and CQI
1. Choose to support this training in practice

Activities:

1. Administration of worker pre-training tests (separate location from supervisors)
2. Supervisors use pre-test time to prepare for presentation of CFSR information
3. Introduction of participants
4. Supervisors explain practice context of child welfare (based on Supervisor Module 1, Day 1) and way that training grant will address these requirements.

Materials:

1. Worker Pre-Tests
2. Nametags
3. Slides on context of child welfare practice
4. Child Welfare Pyramid handout
5. Training Schedule handout

Glossary of Terms:

- Comprehensive Family Services (CFS): As part of Comprehensive Family Service, everyone has to understand their role in connecting families and needs to resources. In order to do that, we have to know what the laws are that govern our actions and indicators that the needs are present. As we gain experience as workers, we become better at knowing other resources and that they can do. Resources will continue to work closely together to help clients find what they need.
- Family Centered Casework: Protection and Permanency has coined the term Family Solutions to describe our approach to accomplishing Comprehensive Family Services in each and every case. Family Solutions connotes a family-centered approach that works in

partnership with the family and community partners to build the skills and support necessary to ensure safety, permanency and well-being.

- Adoption and Safe Families Act (ASFA): The implementation of ASFA requires supports at many levels, including a sound statutory framework that governs state intervention in cases where families are unable to care for their children; a stable, well-trained professional workforce; an effective service delivery strategy; a caring and supportive community; and adequate resources for social services and courts to ensure that children and their families have the individualized attention, resources, and time needed to determine the most appropriate, permanent home for the child.
- CQI: Continuous quality Improvement in the work of CFS involves wrapping services around families and vulnerable adults and addressing their individual concerns, as we work in partnership with families.

Trainer's Instructions:

- 1. Distribute worker pre-training tests and allow workers time to complete OUTSIDE the presence of their supervisors.**
- 2. Begin with introductions of trainers and trainees in the group. Have supervisors introduce their team members. Establish ground rules.**
- 3. Introduce the module by presenting the purpose and objectives.**
- 4. Distribute the Child Welfare Pyramid Handout. Review the ASFA, CQI, CFS context using the following as a guide:**

This Framework of Child Welfare Practice integrates key elements of a child welfare practice model. As you will see the Pyramid describes how practice will be defined and applied to achieve outcomes at state and federal level.

The pyramid as a whole is the macro perspective and the levels of the pyramid are the micro perspectives.

The FIRST LEVEL, at the bottom of the pyramid, is THE FOUNDATION OF CASEWORK PRACTICE which includes values, ethics, practice principles which support Family to Family mission, neighborhood-based services, team decision-making, permanency and placement concepts, etc.

The SECOND LEVEL from the bottom is CASEWORK PROCESS. Process is defined as how workers intervene, influence change, develop relationships, and model desired behaviors. This level integrates concept of engagement, assessment, planning, intervention, re-assessment and case closure. Policies and procedures provide structure to casework process but they are not the process, only structure.

Casework process is the method through which practice principles are applied to achieve core outcomes. The casework process structures interaction with clients to effect change

in accordance with the philosophy, values, ethical standards and standards of practice principles. The process is best depicted in terms of stages. These stages are usually described as if they were linear but in actuality, casework is interactive and often involves moving back and forth through stages in a flexible, non-linear way. For example, Assessment is continuous as may be Monitoring and Evaluation. Service Implementation may be called for at any point. For the sake of clarity, the casework process will be trained in distinct stages.

- 1. Engagement/Partnership*
- 2. Assessment*
- 3. Case Planning*
- 4. Service Implementation*
- 5. Monitoring and Evaluation*
- 6. Case Closure*

This training will parallel these stages much as workers would work with a family and as supervisors would supervise the process.

The THIRD LEVEL up the pyramid is CASEWORK SKILLS/ABILITIES. Skills when used appropriately will maximize CASEWORK PROCESS which in turn maximizes OUTCOMES (next level at top of pyramid).

Casework Abilities/Skills are:

- (1) Interpersonal Helping Skills (IHS): Communication skills, reflection, questioning, summary, concreteness, attending;*
- (2) Core Conditions: Empathy, genuineness and respect;*
- (3) Decision-Making Skills: Is this a case to serve? Is change necessary? How should family be served? When do we end involvement?;*
- (4) Influencing Strategies and Skills: creating and supporting conditions for change, understanding needs and contributing factors that lead to maltreatment; mobilizing formal and informal resources.*

The FOURTH LEVEL, at the top of the pyramid, is OUTCOMES including AFSA outcomes, agency and program outcomes. The ASFA, CQI, CFS outcomes include child safety, permanency and well-being.

SUNY Research Foundation/CDHS (2000). ASC Supervisory Core Curriculum.

5. Review the Training Schedule and rationale for team training.