

OHIO CHILD WELFARE
UNIVERSITY PARTNERSHIP PROGRAM



CHILD WELFARE
FIELD PRACTICUM
RESOURCE
HANDBOOK FOR
STUDENTS



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SECTION I: INTRODUCTION

Welcome to UPP and the field of Child Welfare! You are embarking on some of the most worthwhile and life changing work you will ever do. This Handbook will help you along this journey. It is organized in sections, each dealing with areas you will find helpful in navigating through the very complex work of child welfare and being a UPP student.

This Handbook includes contributions from UPP interns and graduates, campus coordinators and county agency field supervisors. In other words, it was put together for you by people who know and understand what you are going through.

So, are you ready to get started? Let's Go!

Things to consider before your interview:

Ideally, you should do some research on the agency (ies) you are considering for your field placement. A good place to gather information is the agency's website. You will want to become familiar with the mission, services and demographics of the clients served. If possible, talk to other students who have done their placements there.

Prior to your first day, review some items with your Campus Coordinator such as dress code and how you're are expected to present yourself. Let's take a minute to look at a couple of areas you will want to pay extra attention to:

Dress: Even though dress code varies from agency to agency it is the overall expectation that your dress will be, appropriate, clean and professional. One agency used the standard of "Showing no skin at the waist, no cleavage and no shoes you cannot run in."

It is always best to check with your campus coordinator regarding the expectation for dress even before you go to the agency for your placement interview. Be aware that the agency may not invite you to do a field placement there if your dress is inappropriate.

You will also want to talk to your field supervisor about appropriate dress for court, once you are in your field placement.

Presentation of Self: This too is important from the very beginning and throughout the entire time you are working in the field. How you present yourself to agency staff, clients, other professionals, you come into contact with, can make or break you as a social worker and a child welfare professional.

Presentation or professional behavior includes such areas as work ethics, relationships and responsibilities with co-workers, clients and representation of the agency to the community. You should clarify the following with your field placement supervisor:

- ✓ Are personal calls allowed while you are in placement? Does the agency have any restrictions on when and where cell phones can be used?
- ✓ Expectations around sick and time off during the placement period, who should be notified and at what time?
- ✓ Who should you notify if you must arrive late or leave early?

Preparing for your first day.

UPP interns identified the following frequently asked questions that you should have answered before your first day at the agency. Some children services agencies have students come to the agency prior to starting their placement to do background checks or paperwork. Others notify the intern by phone call or e-mail that they will be doing their placement with them. Either time is a great opportunity to ask these questions. You might even consider asking these questions at the pre-placement interview or call the agency prior to your start date.

1. *What is the dress code?*
2. *Where do I park?*
3. *What time should I arrive? Which door should I use to enter the building?*
4. *Do I need a badge or pass to get into the parking lot or door to the agency?*
5. *Can I drive clients in my personal vehicle?*
6. *What hours are the agency open?*
7. *Whom should I report to for my first day at the agency?*

Questions to ask on the first day:

1. Who will be my primary contact person? How do I contact him/her?
2. If my primary contact person is not available who do I contact? And how?
3. Who do I contact in case of an emergency?

Common questions and answers about field placement:

Q: What will I be doing while I am here?

A: The field experience varies from student to student. There might be opportunities to shadow staff in the different units at the agency, engage and assess clients, attend juvenile court for hearings, document in SACWIS, participate in the team decision making process, watch children be removed/placed/reunified, refer clients to community agencies or other supportive services, complete home visits, and attend training. The possibilities are endless. While your supervisor guides and helps you process the field experience and you are required to complete certain activities, it is your responsibility to take your education into your own hands and make the most of the opportunities you have been given.

Q: Am I allowed to share my experience on social media?

A: No. Confidentiality is of the utmost importance. You may not share any information about your field experience on social media. i.e. no pictures/selfies, checking in when you are at court, home visits, removal/placements.

Q: Can I look up anyone on SACWIS?

A: No. You cannot search yourself, family, friends, neighbor, or your old high school math teacher. SACWIS is used for business purposes only. Your SACWIS use is monitored and if it is found you were in SACWIS when you should not be you will be dismissed from your placement at the agency.

Q: Will I be offered a job when I graduate?

A: That depends on if the agency has an opening, whether you performed well at the agency, and whether the agency staff think you would fit in well there. Many students are hired by their field placement agency, so it is best to treat your field experience as your

two-semester long interview. You are building your reputation at the agency and in Ohio's field of Child Welfare during this time so use it wisely.

Tips for ensuring a positive field placement experience:

- Assume responsibility for your own learning.
- Seek out learning opportunities that will challenge you.
- Avoid office politics, whenever possible.
- Actively Pursue your learning goals, Stephen Covey, in his book, *The Seven Habits of Highly Effective People* says, "Begin with the end in mind."
- Be enthusiastic about the work you are doing.
- Never be afraid to ask questions, your field placement is the best place to refine your skills and to re-energize yourself- take advantage of this opportunity.
- Look for opportunities to leave your mark (positive) on the agency after you completed your placement- leave a legacy for the agency. One intern developed a new visitation practice that the agency uses years afterwards.
- Always remember, you are a visitor at your placement. It is by the good graces of that agency you have been invited to practice there. Please and thank you are always appreciated!

SECTION 2: WHY WE DO WHAT WE DO

The field of Child Welfare is a very demanding profession. At times we need to renew and remind ourselves why we are doing this work. Many students and workers have found filling this section of the Handbook with inspirational sayings, positive motivations or words of encouragement is helpful. One Director of a child welfare agency kept a picture of her children/grandchildren on her desk to remind her we should treat all children and families as we would want our own to be treated. A UPP student, whose parents were foster/adoptive parents, said she reminds herself to treat the

children and families she comes into contact with the way she wanted her foster siblings to be treated. A caseworker said she remained motivated in her work by identifying one child from her caseload that she comes to work for each day. A face to work for. This Handbook is yours, feel free to add what you feel would be best to ground and motivate you in this work.

SECTION 3: HIT THE GROUND RUNNING OPPORTUNITIES

The following are some activities you will want to help acclimate you to the agency and the field of child welfare. Some of these activities/tasks might be included on your Learning Plan (we will go into detail about the learning plan in section 4), you may want to save others for “down-time” (discussed later in this section). Either way, we suggest you complete as many of them as you possibly can.

Learning about the agency:

- ❑ Attend the agency orientation. Learn agency history, services provided, placement philosophy, and demographics of the target population. Discuss with your field supervisor the mission and goals of the agency. How are they carried out on a day-to day basis? The agency's website is a good source of information about the agency.
- ❑ Ask your field supervisor to explain the structure and leadership roles in the agency. Make a rough sketch of how the agency is organized.
- ❑ Find out where the supplies are kept. Locate at least five forms/items you will use regularly (examples: activity logs, mileage reimbursement, consent for release of information, etc.)
- ❑ Spend a few hours at the front desk at your area office. Note the following:
 - What initially brought the clients to the office?
 - What types of services are offered to them?
 - How are the clients treated? Do those at the front desk utilize the strengths perspective?
 - How would you relate to clients if you worked at the front desk? employees?
- ❑ Spend time with a child welfare administrator, if possible. What are his/her responsibilities? How is a “typical day” for an administrator

different/similar to that of a child welfare caseworker?

Safety First:

- ❑ Talk to your supervisor about attending a Safety Awareness Training.
- ❑ Ask your field supervisor to explain the procedures for dealing with threats from clients.
- ❑ Make a list of safety tips and “what-to-dos” in each of the following areas and review them with your field supervisor:
 - Before leaving the office
 - Dogs
 - Observing the neighborhood surroundings
 - Entering and exiting a residence
 - Meth labs, fentanyl exposure
 - Guns
 - Bugs and other “creepy critters”
 - Assessing a physical threat
 - Anything else you or your field supervisor think is important



Discuss with your field supervisor any concerns you may have about your personal safety on the job, and how to relieve your anxieties. (For example: If you encounter a safety concern, during a home interview, take note of potential safety concerns and think about what the caseworker did to minimize/counteract them). Discuss your feelings and what you observed with your field supervisor.

Down Time

Some of the activities listed above lend themselves to what we call “Down Time” or “Rainy Day” activities. Not every minute of your day will be filled with activities. It is your responsibility to be a self-starter and keep yourself busy. Do not do these activities instead of what your field supervisor or caseworker want you to do, do them only when “your person” is otherwise occupied and you have nothing scheduled.

At the beginning of your placement, check with your field supervisor to see how they want you to handle down time. For example, you may ask

your field supervisor or caseworker if it is OK for you to approach other caseworkers or supervisors for things to do, if your worker or supervisor is unavailable.

Some campus coordinators or field supervisors have their interns write these tasks and tasks from their Learning Plan on index cards. During down time they will pull out a card and complete the task.

Remember: Child Welfare is multi-faceted and there is always something to do. Find it and do it!

SECTION 4: THE LEARNING WHAT?

The Council on Social Work education (CSWE) requires every student in a field placement to complete a document to meet accreditation standards. In UPP this is referred to as a learning plan, learning contract, or learning agreement. It is a list of activities students must do while in their field placement. Each university has its own name for this document. To simplify things, we are going to call it a learning plan. But what you do need to know is that you and your field supervisor have to complete one each semester you are in the field. Again, some universities complete one learning plan at the beginning of the year for the entire year, others complete two separate documents.

The Council on Social Work Education has identified nine competencies students must master in order to graduate. Even though nine competencies do not seem like many, each competency is divided into practice dimensions and each dimension has several possible tasks/activities that could be done to achieve competence. UPP has spent considerable time identifying activities/tasks that are child welfare specific and fit into the practice dimensions. This has made the learning plan easier for the student and their field supervisor to complete

We suggest you review the following list of CWSE required practice competencies and corresponding suggested activities. This should help you become familiar with the activities you might want to include in your learning plan. The ultimate goal is for you, and your field supervisor, to complete the learning plan together, use it to guide your field placement activities, and refer to it during supervision and at your evaluation.

Required CWSE Practice Competencies Demonstrate Ethical and Professional Behavior

- ❑ Review your copy of the NASW Code of Ethics and discuss with field supervisor potential conflicts between local laws and NASW Code of Ethics.
- ❑ Review the Ohio Revised Code Standards for abuse and neglect. Discuss with your field supervisor any ethical dilemmas that may arise based on social work values and ethics.
- ❑ Ask your field supervisor to review an active case with you, and discuss the potential ethical issues related to the case, maintaining confidentiality as needed.
- ❑ Discuss with your field supervisor any potential ethical issues that may arise or have come up in the past at your agency. Have the field supervisor explain the agency policy and procedures regarding these ethical issues.
- ❑ Based on your classroom or field instruction, explain how each social work value is carried out in the following instances, and cite an ethical standard that has been/could be involved:
 - Working with individuals
 - Working with families
 - Agency policies and procedures
 - Working with other agencies
 - Your own practice
- ❑ Learn the agency policy on confidentiality. Look carefully at the entire section on Privacy and Confidentiality (1.07) in the *Code of Ethics*. Ask your field supervisor to review how each stipulation in that section is addressed at the child welfare agency. How is confidentiality observed? What are the limits of confidentiality? What circumstances call for the sharing of information?
- ❑ Ask your field supervisor to point out a caseworker to you who is skilled at time management. Interview this worker about his or her system for task management: how the worker keeps his/her calendar and daily schedule organized, keeps track of documentation in the field,



organizes and uses forms, etc. Discuss with your field supervisor what you learned and what you can implement.

- ❑ Discuss with your field supervisor about formal and informal supervision. Define and set up a supervision schedule for formal supervision. Find out where and how and with whom informal supervision occurs.
- ❑ Provide an agenda/list of discussion points and questions for weekly supervision.
- ❑ Attend agency trainings and discuss your experience with your field supervisor.
- ❑ Discuss, with your field supervisor social work best practice principles related to professional behavior.
- ❑ Define and give examples of personal and professional social work boundaries with your field supervisor.
- ❑ Define and discuss the importance of networking and demonstrate skills within in the agency or during trainings with your field supervisor.
- ❑ Define and discuss self-awareness with your field supervisor. Identify at least one personal bias or personal value and discuss with your supervisor its potential impact on clients.
- ❑ Talk with your field supervisor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples.
- ❑ Discuss an area of discomfort with any client population and identify the factors that contribute to the discomfort.
- ❑ Discuss with your field supervisor agency policy on use of technology (emails, texting, Facebook, internet, cell phone, etc.) regarding communication on client matters.
- ❑ Discuss with your field supervisor the benefits and challenges associated with the use of technology to communicate with /about client.
- ❑ Based on your classroom or field instruction, make a list of three things you can attempt in a crisis to de-escalate anger. Ask other caseworkers about how they have handled a client's anger during various cases. What techniques did they use? Were they effective?

- ❑ Go over the requirements and forms to fill out court reports and petitions. Ask a social worker who has a reputation for good writing techniques to tell you how they prepare and write their reports. Then, write up a court report or petition for one of the cases you are working on to share with the case worker who is assigned that case.
- ❑ Interview a social worker who has a child placed out of state. Discuss how laws and procedures affect the case.
- ❑ Use the completion of CAPMIS tools as opportunities to practice critical thinking.

Engage Diversity and Difference in Practice

- ❑ Seek out a case worker from whom you think you can learn more about cultural competency. Ask if the worker would be comfortable in discussing with you how personal values and cultural background could influence perceptions of parenting issues.
- ❑ Have a discussion with your field supervisor about how racial discrimination and economic oppression can affect a family's response to agency intervention. Discuss what you can do to address a family's perception of racism in the system.
- ❑ Ask your field supervisor which immigrant populations you will be working with in your area.
 - What specific cultural considerations do you need to be aware of? Discuss how new immigrant families can be affected by child welfare intervention. Discuss how you as a worker can deal with these issues and provide required intervention on behalf of the child.
- ❑ Ask your field supervisor to explain the Indian Child Welfare Act (ICWA). Make a list of at least three requirements of ICWA that are different from those of non-Indian cases.
- ❑ Review a case with an Indian Child and describe the ways the case follows the guidelines of ICWA.
- ❑ Reflect upon your own race and general background and how that might affect your interaction with clients. Comment on how cultural differences might impact relationship building with clients. Discuss with your field supervisor ways to build relationships with clients that are

different from your race or general background.

- ❑ Discuss the value of self-determination and how that can be implemented in the child welfare system. When you are observing how a case worker interacts with the client, notice how self-determination is addressed. Discuss what you observed with your field supervisor.
- ❑ Identify how clients can serve as teachers for the student worker and discuss how this differs from learning from supervisor and colleagues.
- ❑ Identify one client who presents as different/unique in some way. Take steps to learn about the client from his/her perspective.
- ❑ Participate in a discussion regarding how a child's loss of cultural ties to family/community/tribe could potentially affect a child's growth and development. How can family connections be maintained?
- ❑ Create a list of characteristics that summarize the perceived similarities and differences between the clients and yourself and discuss with field supervisor.
- ❑ Discuss steps to be taken to manage personal bias when working with diverse clients.
- ❑ Solicit feedback from your field supervisor and/or colleague on their observations or perceptions of your interactions with diverse clients or new situations.
- ❑ Complete the Transcending Differences Toolkit via <http://WWW.ocwtp.net> (this is a class assignment)
- ❑ With your field supervisor, discuss how you might go about treating the clients you observe in a caring, respectful manner.
- ❑ Review a case. Describe any effects of child maltreatment on this child that you may notice. Write about your personal reactions to your observations. Discuss your personal reactions with your field supervisor.
- ❑ In a case you have observed or read about, identify two ways in which the family dealt with the crisis that is either different or the same as the culture in which you were raised.
- ❑ Observe an experienced case worker from a different culture than yours while he/she conducts an interview with a parent (or caretaker) and a child. Discuss your personal reactions with your field supervisor.

- ❑ During a home visit, identify how the influence of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation impacts human behavior and development. Discuss these concepts with your field supervisor.
- ❑ Ask your field supervisor about the various religious/spiritual beliefs that exist in the client population. What issues do you need to consider when interviewing clients with specific religious beliefs? How will the beliefs that you have affect your interactions with clients?
- ❑ Accompany a case worker to a home visit on a case where the home is considered “dirty”.

After the visit, discuss the following with the case worker:

- What was your initial reaction to being in the home?
 - What was the state of the home?
 - Does the home threaten the well-being of the child(ren)? If so, how?
 - What are the caseworker's grounds for determining a home to be environmentally unsafe for a child? How do the case worker's personal values influence his/her determination on a case like this?
 - What personal values do you have that could influence your decisions on a case like this?
- ❑ Shadow an experienced case worker on a child sexual abuse investigation. During and after the experience:
 - Write down your reactions to the case.
 - Select some personal feelings and reactions to share with your field supervisor and discuss how they could potentially affect your perceptions and decisions.
 - Discuss your observations of the interview with the case worker.
 - Share your perceptions of how the various family members might have been feeling during the interview.
 - Fill out the forms the agency uses when assessing risk; go over them with the worker.

- Discuss with your field supervisor the ethical and cultural considerations in this case.
- Talk with a foster care worker about the developmental and cultural factors involved in the placement of each child.

Advance Human Rights and Social, Economic, and Environmental

- During a home visit or community engagement, identify how groups, communities, social policy, discrimination, oppression, and/or organizations impact human development. Using general systems theory and ecological perspective, discuss these concepts with your field supervisor.
- Ask your field supervisor to explain the legal and clinical definitions of abuse and neglect. Discuss the challenges associated with the terms when they are applied in the real world.
- Identify agency procedures and activities that promote social, economic or environmental justice.
- Discuss with field supervisor community standards/values or state/federal regulations that may limit client rights.
- Learn about one agency/program that is focused on advocacy work.
- Demonstrate an ability to advocate for a client to ensure that an identified need is met.
- Write a letter to a public official regarding client injustice and rights violation.
- Discuss with supervisor and implement strategies to empower clients regarding rights and justice.
- What are some of the barriers you observe that hinder your clients from receiving the quality services that they need? What can you do to decrease these barriers? Share your thoughts with your field supervisor.
- Discuss with your field supervisor how cases involving domestic violence are handled in your area.
- If possible, observe a Child Advocacy Center. Discuss with your field supervisor how sexual abuse cases are handled in your area. Find out what special measures, if any, are taken during the sexual abuse investigation, such as forensic interviewing, special sex abuse unit, etc.

- ❑ Find out about what the process is for guardianship to be granted to a relative or other caregiver. Demonstrate ability to explain the process to the caregiver.
- ❑ Review agency policy and procedure on client's appeal rights
- ❑ Review agency client rights booklet

Engage in Practice-informed Research and Research-informed Practice

- ❑ Ask your field supervisor what trainings will be available to you throughout your time at the agency. Make a list of trainings or learning sessions you will be attending (example: HIPAA, CAPMIS, SACWIS, Intranet, Word, Outlook, Write it Right, etc.). Discuss with your supervisor how the training applies to the agency and the clients served.



- ❑ During a home visit or community engagement, identify social work theories, perspectives, or concepts learned in class while observing behaviors and impacts on human development. (For example: Micro-Mezzo-Macro Impacts, Erikson's Eight Stages of Development, Maslow's Hierarchy of Needs, Piaget's Cognitive Development, Bandura's Social Learning, Cycle of Abuse, Cycle of Poverty, Poverty, Discrimination, Oppression, Strengths Perspective, Person-in-Environment Perspective, Empowerment, Diversity, etc.) Discuss these concepts with your field supervisor.
- ❑ Read a journal article on a client-related issue and discuss your perspective on the relevance of the findings to the agency's clients.
- ❑ Research topics on Child Welfare Information Gateway (<https://www.childwelfare.gov>) Discuss with your supervisor how research findings you learned about can improve agency findings.
- ❑ Ask your field supervisor about how research, evaluation, and/or policy formation is conducted at the agency or attend agency trainings and workshops on research or policy practice. Identify the social work ethical and value issues that arise in the different phases of the

process, as delineated in the NASW Code of Ethics regarding research. Discuss your experience with your field supervisor.

- ❑ Conduct a literature review of empirical research in child welfare, including a synthesis of research findings, implications, and area for future research. Articulate the importance of utilizing qualitative and quantitative research findings to provide and improve evidence-based interventions in generalist strengths-based social work practice in the local-to-global continuum. Present your findings to agency workers or your field supervisor. (example: research best practice for maintaining a child in their own home)
- ❑ Identify practice issue within the agency for which the student worker needs information/data and propose a small-scale quantitative or qualitative research project.
- ❑ Develop a questionnaire or observation sheet to be used to gather client data on a specific issue.
- ❑ Locate at least two journal articles on a topic related to client issues and discuss them with your supervisor and other staff.
- ❑ Identify an area of practice with new research made available. Compare agency practice against research findings.
- ❑ Define the difference between evidence-based practice and promising practice. Discuss with your field supervisor the justification for evidence-based practice in treatment facilities for children.

Engage in Policy Practice

- ❑ Locate the agency Policy and Procedure Manual. Review each section's table of contents.
- ❑ Learn about case status definitions, high risk infant protocol, HB 484 highlights, etc. Request a reading assignment of pertinent sections from your field supervisor. Read and discuss them with your field supervisor. How do these policies and procedures affect service delivery to your clients?
- ❑ Attend a policy practice workshop at the PCSAO (Public Child Service Association of Ohio) Conference or Advocacy Day. Discuss with your field supervisor.
- ❑ Identify at least one local or state policy that has some bearing on the

agency's clientele.

- ❑ Identify one federal policy that has some bearing on the agency's clientele.
- ❑ Discuss one local, state or federal policy that has undergone recent changes and identify the rationale and implication for changes.
- ❑ Identify one social welfare/economic policy and discuss with your field supervisor its origin, purpose and impact on agency services/service delivery.
- ❑ Discuss with your field supervisor any potential gap in services or policy and propose possible resolutions.
- ❑ Discuss with your field supervisor the differential impact of policies on two different groups of client populations.
- ❑ Interview a select number of clients regarding the satisfaction/recommendations for changes that would enhance their wellbeing and present a summary of findings to supervisor and staff.
- ❑ Participate in a meeting with legislators or policymakers and advocate for client-specific issues.
- ❑ Learn the process of writing a policy brief and present a draft to field supervisor.
- ❑ Go over the laws and procedures that pertain to domestic violence and child welfare interventions. Discuss with your field supervisor.
- ❑ Talk to your field supervisor or a caseworker about the agency's policies/perspectives on worker safety. Discuss how they impact your behavior.
- ❑ If possible, either by yourself, or with other practicum student prepare a policy brief or newsletter to be distributed to professionals involved in child welfare (i.e. school officials, legislators, social workers, etc.). It should educate professionals with up-to-date information on a topic, as well as provide public officials with valuable information about an issue that can help them justify their vote. For this task, choose a federal, state, or local policy issue of concern to case workers in child welfare. Obtain as much relevant information about the issue as necessary for you to gain a thorough understanding of the key issues involved (i.e., be able to analyze and summarize the issue, as well as

the strengths & weaknesses of current or pending legislation directed toward alleviating the problem). It should be approximately two pages, and reflect the:

- Background of the issue
- Current status of relevant legislation (if applicable)
- Legislative options or possible policy alternatives
- Your specific policy recommendations, and why.

If possible, upon completion, review it with your field supervisor or professor, and distribute the policy brief/newsletter to all concerned parties.

Engage with Individuals, Families, Organizations & Communities

- ❑ When you are conducting the interview with the client, how are you ensuring that self-determination is addressed in the contact? Discuss this with your field supervisor.
- ❑ Complete an ecomap of a case. Make note of the biological, psychological, social, cultural, spiritual and environmental factors that impact the family. How can you utilize the eco-map as a visual tool to build on the family strengths and identify impacts on human development for the family system? Discuss your thoughts with your field supervisor.
- ❑ Complete a genogram of a case, using at least three generations and flagging potential areas of concern. How can doing the genogram be utilized to build relationship with the family? How can you utilize the genogram to identify family supports and strengths? Discuss your thoughts with your field supervisors.
- ❑ Describe the essential components of an effective investigative interview to your field supervisor. Shadow or, under close supervision, conduct an interview using these essential components. Discuss these concepts with your field supervisor.
- ❑ Learn how to arrange for an interpreter. Observe or conduct an interview where an interpreter is used. Discuss the effect that using an interpreter had on the interview.
- ❑ Observe an experienced caseworker who interviews a client whom

they know is resistant or difficult to interview. Notice how the caseworker engages the client in the case planning process.

- Observe what the caseworker does to engage with the client.
 - Discuss with the caseworker his/her strategies for engaging with the client.
 - What behaviors did you recognize that communicated resistance?
 - Discuss how the verbal and behavioral resistance expressed by this client could be viewed as a strength.
- Find out if your agency uses any type of structured Family Meetings (Team Decision Making, Family Group Conference). Observe such a meeting if possible. How do the workers engage families in developing goals for themselves? What examples do you see of family-centered practice?
 - Talk with caseworkers who have a reputation for developing rapport with the following people:
 - Young children
 - School age children
 - Adolescents
 - Parents of a different race/ethnicity

Discuss any techniques or strategies they find useful and observe them during their interviews.

- Discuss with your field supervisor about resistance and how to engage a resistant client. Recognize resistance behaviors and how these behaviors could be expressed as strengths.
- Discuss at least one social work theory, perspective, or concept and its relevance to understanding or working with the client population.
- Discuss a concrete example with supervisor how Human Behavior and Social Environment (HBSE) or theoretical knowledge can be used in the engagement process.
- Describe the differences and implications between sympathy and empathy.

- ❑ Complete process/summary recording after a client interaction and identify examples of active listening, attending, reflective listening, use of empathy etc.
- ❑ Observe a child being interviewed or, under close supervision, conduct an interview with a child. Based on your classroom or field instruction, make a list of at least three specific strategies for interviewing a child who has been maltreated that may be of help to you.
- ❑ Prepare a list of at least three specific strategies for interviewing a person who is either addicted to a substance, a victim of domestic violence, and/or a child who has been sexually abused.
- ❑ Prepare ahead of time for your first home visit with a client who abuses substances by asking yourself the following:
 - What specific information do you hope to gain from this visit?
 - What specific screening tools will you use to evaluate the current use of substances by members of this family?
 - What are the specific effects of the parent's substance abuse on the child's development?
 - What services has the parent been referred to already (if any), and which (if any) are being used?
 - What safety measures do you need to take?
- ❑ Observe a caseworker on a case interview with a parent who is mentally ill. Discuss the following questions with him/her:
 - What was the diagnosis?
 - What were the parent's behaviors that preceded this diagnosis?
 - How did the parent's condition affect the care of the child?
 - What behaviors did the parent exhibit that were signs of the mental illness?
 - What interviewing techniques did the worker use?
- ❑ Accompany various caseworkers and observe how they interact with clients, as well as the issues that are covered during a session. Are there any techniques they use for interacting with clients that you would adopt? Discuss your ideas or insights with your field supervisor.

- ❑ If possible, observe at least one interview of a child who has experienced severe physical or sexual abuse. Make note of the interviewing techniques and how you can incorporate them into your own practice.
- ❑ Complete distance learning assignment on Effective Use of Home Visits (3 parts) <http://www.ocwtp.net/EHV/EHV> (this is a class assignment)

Assess Individuals, Groups, Organizations & Communities

- ❑ Arrange with your field supervisor to observe workers as they screen referrals. Discuss the criteria for screening in a case and assigning the response time. Practice filling out the referral form and review it with your field supervisor.
- ❑ Ask your field supervisor to show you and explain how to complete the documentation that is required for the investigation/assessment phase and for ongoing services. Complete agency documentation according to professional standards.
- ❑ Ask your field supervisor for an active case to review. After review, discuss the following:
 - What were the reasons for the original referral?
 - What factors in this case constituted abuse and/or neglect?
 - What was the finding of the maltreatment?
 - What behaviors did the child exhibit that indicated that the child was maltreated?
 - How was the caregiver's behavior abusive or neglectful?
 - What family or other support did the family have?
 - What strengths did the family have that could be cultivated?
 - Were there cultural factors that entered into the case?
 - What ethical issues were/could have been involved?
- ❑ Accompany a caseworker to a home where there has been neglect. Ask the worker what was observed that indicated neglect? What interventions occurred? Discuss with your supervisor how selected intervention strategies relate to assessment and goals.
- ❑ Using developmentally appropriate questions, interview the following

types of clients, while being observed by an experienced caseworker or your field supervisor (or observe an experienced caseworker interviewing the following):

- Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence
 - Adult substance abuser or another adult
- Ask caseworkers to describe a failure to thrive case. Ask them what interventions were used and what the outcomes were. Discuss with your field supervisor suggestions for alternate intervention goals and objectives.
- After accompanying an experienced caseworker (one that has been designated as a mentor or approved by the field supervisor) on an initial interview, do the following:
- Discuss your observations with the field supervisor. Share your perceptions of how the various family members might have been feeling during the interview and why.
 - Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions.
 - Conduct your own brief developmental assessment of the child and family system. Discuss your assessment with the caseworker and your field supervisor.
 - Fill out your own copies of the forms the agency uses throughout an investigation (i.e. logs, safety plan, referral forms, etc.); go over them with both the caseworker and your field supervisor.
 - Go through this process on at least 5 different cases by either shadowing or conducting your own interviews under close supervision.
- Observe an experienced caseworker during case planning. Discuss any techniques or strategies he/she finds useful to empower clients with self-determination during case planning. Share your thoughts with

- your field supervisor. Use strategies learned to practice working collaboratively with clients to develop goals.
- ❑ Develop a proposed case plan for possible use on an actual case. Discuss your proposed case plan, along with a rationale for the selection of goals/objectives with your field supervisor.
 - ❑ After accompanying a case worker on a visit dealing with domestic violence, discuss the following questions with the worker:
 - What were the reasons for the original referral?
 - What factors in this case constituted child maltreatment?
 - What current laws regarding domestic violence and child protective services intervention apply to this case?
 - What behaviors did the child exhibit that indicates the child was maltreated?
 - How were the children affected by the domestic violence?
 - Engage in a discussion regarding the effects of exposure to domestic violence on a child's growth and development.
 - How was each caregiver's behavior abusive or neglectful?
 - What family or other support did the family have?
 - What interventions were used?
 - What strengths did the family possess that could be cultivated?
 - What role did culture play in this case?
 - ❑ After meeting a family for the first time:
 - Fill out the forms that the agency uses when assessing risk and safety.
 - Write down some notes about your personal reactions (apart from your documentation).
 - Discuss your experience with your field supervisor, going over the forms you have filled out.
 - Share your perceptions of how the various family members might have been feeling during the interview.

- Discuss with your field supervisor the cultural considerations in this case.
- Select some of your own personal feelings and reactions and share them with your field supervisor. Discuss how these feelings and reactions could potentially affect your perceptions and decisions and how you came to this conclusion.
- Spend time at an agency/program, or during a home visit, where you can observe children at various stages of development (i.e. Head Start).
 - What are the ages of the children you observed?
 - List some of the observable signs that indicate what stage a child is at. What are the appropriate behaviors for each age/stage?
 - When you observe the children, make note of the behaviors they exhibit. How do they compare with the healthy moral development of children who are the same age?
- Discuss with a caseworker about their observations on how children born with positive toxicology screens have been developmentally affected. How does this impact the selection of interventions for the child and family?
- Complete Human Trafficking online course & complete quiz # 1 <http://www.ocwtp.net>
- Complete a client assessment/interview and summarize personal and professional impressions.
- Demonstrate the ability to complete a safety assessment (Class assignment)
- Demonstrate the ability to complete a family assessment. (Class assignment)
- Demonstrate familiarity with at least two theoretical approaches and identify how they are helpful in understanding client development. Theoretical approaches used by social workers are general explanations supported by scientific evidence that explain human behavior. Social workers most often use the following theories: Systems, Social Learning, Psychosocial Development, Psychodynamic,

Transpersonal, and Rational Choice. Students will apply two theories to their work with a client in order to compare and contrast the differences.

- ❑ Observe a supervised family visit with a child who is in placement. Assess the visit for its effect upon the child. Find out what the standards are to allow for unsupervised visits. Discuss with your field supervisor your observations and find out what needs to happen to move to unsupervised visits.
- ❑ Observe several admission and assessment processes at the Juvenile Intake and Assessment Center (if possible).
 - What are your reactions/observations?
 - What types of behavior did the children exhibit?
 - How were the children treated throughout the intake process?
 - How were needs determined?

Intervene with Individuals, Families, Organizations and Communities

- ❑ Arrange to observe a day/morning/afternoon in Juvenile Court. Observe at least one of each of the following hearings:

- Temporary Order of Custody
- First Hearing
- Dispositional hearing
- Review hearing
- Permanency hearing
- Adoption
- Parental rights termination
- Removal hearing
- Drug court hearing
- Criminal court hearing



- ❑ Observe a caseworker testifying in court. If that is not possible, interview a caseworker who has recently testified in court, and ask what that person did to prepare for giving their testimony. Discuss with field

- supervisor your observations and/or conversation on preparing to testify.
- ❑ If possible, introduce yourself to the District Attorney(s) and Guardian(s) ad litem who you will be working with; Ask them to tell you the three most important things you need to do in order to be prepared to handle your cases in court. Find out about the court's relationship with the CASA program (if there is one in your area).
 - ❑ If possible, introduce yourself to the attorneys who will be representing your clients. Ask this attorney to tell you three of the most important things you need to do to work effectively with an attorney who represents one of your clients.
 - ❑ If possible, introduce yourself to the Juvenile Court Judge. Ask the judge to tell you the three most important things a caseworker can do to effectively represent your agency's position regarding a child welfare case in his or her court. Discuss what you learn with your field supervisor.
 - ❑ Accompany a case worker on a case where a child has marks. Discuss with the caseworker how they think the marks were caused, how they came to that conclusion, and possible interventions to decrease harm to the child.
 - ❑ Ask other caseworkers how they close cases and terminate relationships with parents and/or children. Use this knowledge to help plan and prepare for termination as case ends or as the student worker ends placement.
 - ❑ Talk to a caseworker about his or her work with clients who abuse substances. Have a discussion with the caseworker about clues he or she uses to determine whether a client is under the influence of a substance, how they handle it, and appropriate interventions for this type of case.
 - ❑ Find out what special measures, if any, are taken during a domestic violence investigation, such as cooperation with law enforcement. Discuss with field supervisor.
 - ❑ Demonstrate an ability to provide justification for selected interventions.
 - ❑ Review a previously completed case plan and discuss suggestions for
-

alternate interventions.

- ❑ Interview at least one non-social work agency colleague and learn how their role relates to the social worker's in facilitating client outcomes (examples: GAL, CASA, foster parent).
- ❑ Meet with a local drug and alcohol agency. Learn about their referral process and link a client to their services.
- ❑ Find out how to access the paperwork (both internally and externally) needed for a client to receive financial or food assistance. Demonstrate ability to refer client to the services.
- ❑ Write a letter or place a phone call on a client's behalf to secure access to services/support.
- ❑ Discuss with supervisor your observations of how diverse clients may have unmet needs and suggest possible solutions.
- ❑ Demonstrate an understanding of how to initiate and end client interactions appropriately.
- ❑ Discuss with your supervisors your emotional responses to transitions and termination and the potential impact on clients.
- ❑ Discuss with a foster care worker the issues surrounding a youth who is aging out of the system. Choose at least two interventions that may be applicable to this population and discuss with field supervisor.
- ❑ Accompany an experienced caseworker while the worker visits a teenage child in placement. Discuss the issues that the caregiver is facing. Talk about what the child's needs are and how the caseworker interacts with the caregiver concerning the child's needs.
- ❑ Demonstrate familiarity with at least two theoretical approaches and identify one specific intervention for each approach.
- ❑ Identify an intervention that is appropriate for clients within a specific age range and discuss why this is so.
- ❑ Demonstrate an ability to understand the difference between interventions that target individual change versus environmental change.
- ❑ Demonstrate ability to complete a case plan/service plan. (Class assignment)

- ❑ Demonstrate ability to explain case plans in language that clients can understand.

Evaluate Practice with Individuals, Families, organizations and Communities

- ❑ Learn how cases are reviewed in your unit (i.e., formal case consultations, meeting with a supervisor, etc.) Observe several case reviews. Write about what thoughts, concerns, and questions came up for you during your observations. Discuss these, as well as the effectiveness of interventions provided, with your field supervisor.
- ❑ Design/use a basic pre- and post-test for clients.
- ❑ Discuss with your supervisor tools the agency uses to evaluate client outcomes.
- ❑ Discuss with your supervisor tools the agency uses to evaluate agency effectiveness and impact.
- ❑ Learn about two types of evaluation.
- ❑ Use classroom acquired knowledge on evaluation to design a brief questionnaire to assess an agency program/service.
- ❑ Develop a logic model for a program/the agency.
- ❑ Analyze the results from a client satisfaction interview/survey (these are required for all Child Welfare agencies with COA certification).
- ❑ Demonstrate the ability to monitor and adjust case plans due to implementation challenges.
- ❑ Complete a 90-day case review and discuss with field supervisor.
- ❑ Interview a relevant staff member about SAR (Semi-Annual Reviews) procedures used by the agency and how data from evaluations are used to improve practice/services.
- ❑ Demonstrate an understanding of how positive individual client outcomes are impactful beyond the micro level.
- ❑ Assist in gathering data and/or writing the agency's monthly/annual report.

The following are activities your field supervisor might also like you to do to become more familiar with the services and resources in the community.

Interdisciplinary Practice/Community Resources

- Visit or telephone the following, and discuss with them what services they provide, and how to best access their services/assistance. Get business cards and/or brochures from the programs and make note of personal contact numbers:
 - Adoption services
 - Area schools
 - CASA
 - Child Advocacy Center
 - Counseling/therapy
 - Court
 - Drug/alcohol abuse treatment programs
 - Day Care
 - Family Preservation
 - Family resource center
 - Family shelter
 - Foster Care
 - Home health
 - Hospital emergency room
 - Housing programs
 - Local police, Juvenile Division
 - Medical services (physician, dentist, optometrist)
 - Mental health practitioners for children/adults
 - Mentor programs/extracurricular activity programs for children
 - Parents as teachers
 - Pregnancy centers
 - Programs and services for migrant and seasonal workers
 - Recreation center

- Rent/utilities assistance programs
- Sexual trauma program
- Shelter or program for domestic violence assistance
- Substance abuse program for teens/adults
- Tribal child welfare agency
- Other (ask your field supervisor)

Two other resources we recommend you review prior to doing your learning plan is: *Key Field Experience Activities for UPP Interns: A Guideline* and your course syllabi. Many of the class assignments will fit well in your learning plan, such as “Transcending Differences Toolkit and reflection paper”, completing a safety assessment and plan, a family assessment and/or doing a case plan. Below is the “Key Field Experiences” for UPP Students:

KEY FIELD EXPERIENCE ACTIVITIES FOR UPP INTERNS: A GUIDELINE

Introduction

Graduates of Ohio's University Partnership Program (UPP) are making a positive impact working as caseworkers in Public Children Services Agencies (PCSA) across the state. An essential part of their training is the completion of an internship in a PCSA.

A variety of considerations must be made in organizing a productive field experience for UPP interns. The work assigned must be meaningful yet not overwhelming for someone who is still a student. The range of experiences should provide a comprehensive view of key agency services, yet the process should follow a plan or a sequence to the degree this is possible in the hectic world of child protection. Finally, it is critical that UPP interns go through "real life", "hands-on" experiences in dealing with clients and case situations, but without testing the liability concerns and accountability mandates of the local PCSA and the state.

In Ohio, there are state mandates that do affect the field placement experiences, but much of the day-to-day involvement of interns can be shaped by the host agency. More specifically, under Ohio policy all cases must be officially assigned to a PCSA caseworker/employee. That employee must perform certain specifically noted case functions (e.g. making a monthly visit to a child in substitute care; making "face-to-face contact", once a month with the principals involved in an in-home service case).

But interns can also play a key role in these types of cases and can carry out a variety of other functions as well. For example, they can accompany caseworkers on home visits, monitor parent-child visitation, and make auxiliary home calls. The principles that should guide the scope, nature and intensity of intern involvement are: (1) a prior assessment of intern's skills; (2) preparation; (3) close supervision. With a plan in place to execute these principles, the host PCSA can engage the intern in a variety of very important learning experiences.

Listing of Key Activities for UPP Interns

The list that follows provides an inventory of activities compiled from the suggestions of PCSA field supervisors and administrators, social work educators, child welfare training experts, and the professionals who operate the UPP network. The objective is to have every UPP intern involved in each of these activities to guarantee a meaningful field experience.

To organize this listing, the activities have been classified into three categories: **Lessons** interns should learn from their Field supervisor or other appropriate agency personnel. **Observations** of situations or child welfare activities that every intern should witness. **Participation**- a listing of the key activities in which interns should play an active role.

1. Lessons to Learn

- Confidentiality
- Personal safety techniques
- Key agency policies which guide caseworker activity
- The purpose of key forms and procedures and the techniques involved in completion (e.g. especially the CAPMIS safety assessment, safety planning, family assessment & case planning tools)
- The rudiments of SACWIS

2. Observations

- The screening of a new referral and an initial investigation home visit
- A Juvenile Court hearing involving a child abuse/neglect action
- A child removal
- The process of placing a child in out-of-home care
- A sexual abuse investigation interview with a child and/or alleged perpetrator
- A permanency or adoption placement staffing

- Observe children of varied ages and assess their level of development
- A multi-disciplinary team meeting or family group conference or family team meeting
- A semi-annual review (SAR)
- Shadowing caseworkers from all of the agency's service departments

3. Participation

- Visit key community service agencies
- Monitor a parent-child visit
- Visit a child in placement
- Interact one-on-one with a child with a pre-planned purpose
- Conduct a client interview to practice engagement skills
- "Lead" a home visit
- Complete a safety assessment
- Complete a safety plan
- Complete a family assessment
- Complete a case plan
- Complete documentation entries based on actual client contacts
- Have some responsibility for the management of an open case (that is officially assigned to a PCSA employee) – if permitted by agency policies.

When to do the Learning Plan?

The learning plan should be completed the first weeks of placements so the more familiar you are with the potential tasks you can do to complete the learning plan the easier for you and your field supervisor. As an informed learner you are also ahead of the curve in terms of understanding what is expected of you and having a voice in the tasks you can chose. As you review the documents provided you might want to make a note of the ones you would like to do and thus have included on

your learning plan. Some universities require their UPP students to do “Service Impact”, or a project that either develops a new program for the agency or improves an existing program. This is a good way for the intern to ‘give back’ to the agency. The Service Impact can be included on the learning plan.

Please Note: Every county manages their student interns differently, some might have what is called a prescribed learning plan that all interns do. Other counties are restrictive as to what interns are allowed to do and others are somewhat open and willing to work with the intern to determine what each task will be. Bottom-line: Be Flexible but Prepared!

The field of Child Welfare has a language of its own, so simply taking time to become familiar with the language, the acronyms and what that they mean will go a long way in not only helping you complete the learning plan but in understanding your field placement overall. The last section of this Handbook has a list of the most common acronyms used in Child Welfare, you might want to refer to it as you go through the Learning Plan.

Use of the Learning Plan during Supervision

In addition to using your learning plan to guide what you will do in the agency it is also used during supervision. It is a good idea to review your learning plan prior to attending supervision. Be ready to tell your field supervisor what task(s) you completed on your learning plan that week and be prepared to discuss which tasks/activities they would like you to do in the upcoming week. Some interns take an agenda to supervision to ensure everything they need to talk about is covered. Remember you are an active learner, be prepared to provide input and follow up on assignments.

Use of the Learning Plan for Evaluation

Finally, your field supervisor will review your learning plan at the end of each semester and give you a rating (grade) of how well you completed your tasks/activities, as well as how well you did overall.

In short, your learning plan is very important. Take time to complete it thoroughly, attend supervision prepared to update your supervisor and remember you will be evaluated on how well you did in placement and on the learning plan.

SECTION 5: HOW TO MANAGE YOUR PLACEMENT

Organization and planning

Everyone approaches organization and planning differently. This is a good time to choose a well-planned approach to organizing your field placement and the wealth of information you receive from class. Below are some tips or suggestions you might want to use. Again, check with your field supervisors to see if any of these can be added to your learning plan.

- ❑ Develop your own system of filing and fill your “tool kit” with important resources and forms.
- ❑ Use a calendar, day planner, or schedule to help you with organization and time management skills.
- ❑ At the beginning of one of your days at the agency, ask a caseworker for a list of all the things he/she has to do for that day. Prioritize the tasks from the list and compare them with the caseworker’s prioritization. Discuss any differences between the lists to learn about the caseworker’s rationale for his/her method of prioritization.
- ❑ Review the case file prior to contact with a client so you have an understanding of what is happening in the family. If you don’t have time for that, you can review the case while riding with the caseworker to the client’s home.
- ❑ If possible, review your Learning Style Inventory and discuss it with your field supervisor.
- ❑ Document how you spend your time during a given week (Monday through Sunday). Notice how much time you devote to your studies, the field practicum, family and friends, and alone time. Are you able to effectively balance school, work, family, friends, alone time, and extracurricular activities? Ask your field supervisor how he/she balance his/her time in a given week. Discuss your time management skills with other field practicum students and your field supervisor.

- ❑ Take a note book to home visits and record what you want to enter into the sample activity log, once you return to the agency.
- ❑ Write down questions you want to make sure you ask the caseworker and/or field supervisor.

Self-Care

Another important factor in managing your field placement is self-care. Self-care is defined as; the practice of taking action to preserve or improve one's own health. You will find that most, if not all, social work positions are stressful. Child Welfare is certainly not an exception. So, you are encouraged to start planning now on ways you can take care of yourself. The following self-care tips were developed by two UPP interns from the University of Akron:

- Take a walk
- Read a book
- Listen to music
- Nap
- Workout
- Mediate
- Sing
- Treat yourself to something you enjoy
- Yoga
- Get a massage
- Talk to your friends
- Have a fun night with friends or family
- Watch a good movie
- Attend to your spiritual life
- Go out to eat
- Enjoy your children
- Eat chocolate

- Have a cup of coffee or tea
- Eat your favorite ice cream
- Check out a museum
- Go to a peaceful place
- Deep breathing
- Practice mindfulness

Add your Own:

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You might also find the following list useful. Again, some of these self-care suggestions might be appropriate to put on your learning plan.

- If possible, attend a stress management workshop or training.
- Write down your responses to the following questions:
 - What are three things that are personally satisfying to you about working in child welfare?
 - What can you do every day to stay in touch with these motivations?
 - What helps you to relieve stress?
 - What can you do to “stick up for yourself” when you think that there are too many demands being placed upon you?
 - Can you make a list of three people you can talk to if and when you have a strong emotional response to a situation at your practicum/work?
 - Do you value taking care of your physical and emotional well-being? What about when there is a conflict?
- Ask a mentor, other social workers, your field supervisor, caseworkers, practicum students, or other UPP students what they do to handle stress.
- Design a personalized plan for how you are going to take care of yourself starting today!

- ❑ Make a list of positive resources that you can use to relieve stress.
- ❑ Keep a journal to document times when you feel stressed during the field practicum. Be aware and document all of your behaviors (positive and negative) during times when you feel stressed. Highlight what your thoughts, feelings, and emotions were during each event and how you handled the stress. What resources did you use to help reduce the stress? Did you use positive or negative coping skills or both? Did you contact anyone during the time when you were feeling stressed? If so, who did you contact and why? Analyze these coping strategies within the context of professional development or self-care.
- ❑ Find a book, resource, or evidence-based research article about stress management to read (for example: Daniel Goleman's Emotional Intelligence, 1995, Social Work Journal, or National Association of Social Workers.) You can also ask your field supervisor or supervisor for resources on the topic. Critically analyze your stress management skills with evidence-based research and literature on the topic.
- ❑ Ask at least two case workers in your unit how work is assigned, and what a "typical" day in the work unit is like. Ask the caseworker for three work-coping strategies that work for him/her.
- ❑ Recall a situation where you had to deal with a crisis. Write about your style of handling this event.
 - What specific things were successful or detrimental to the situation as you look back on it now?
 - What have you learned from your practicum that would have helped you handle the situation differently?

Self-care and organization are very important in managing your field placement, take some time before you are in the situation to prepare yourself for it.

One student felt she needed to do something symbolic to help her make the transition from placement to home life. She did so by changing her clothes as soon as she got home. Changing from work clothes to "other" clothes helped her leave what happened in placement behind and move on with her day. Another intern said she removes her watch as soon as she gets home as she associates work with her watch. You might want to collect similar ideas as you become aware of them.

SECTION 6: TOOL KIT SUGGESTIONS

You will be given a lot of resources including tools and forms while you are in class and placement, you might want to create a notebook or toolkit to keep and organize everything you are expected to use during placement. We encourage you to develop your own system of filing and filling your “Tool Kit”.

We have included a list of potential items you might also want to add to your toolkit. Some of these tools have been developed by county agencies, others by the Ohio Department of Job and Family Services (ODJFS), or the Ohio Child Welfare Training Program (OCWTP). But all were developed to help a new employee or intern be successful in child protection.

- ✓ CAPMIS Timelines and Checklist -Developed by Summit County Children Services
- ✓ CAPMIS Tools- Developed by ODJFS (white book)
- ✓ Tips for Visitation/Client Contact- OCWTP
- ✓ List of Resources available in the county- Your placement agency

Your field site agency will provide you with a lot more resources and tools that you will want to add to yours took kit.

One particularly good resource you might want to obtain is the

“Field Guide to Child Welfare,” by Judith Rycus and Ronald Hughes.

You will find this resource in many of your county agencies because it is the nationally accepted expert resource on child welfare practice. These books are still available on Amazon and in many agencies. You can access it for free on line at <http://www.ihs-trainet.com/field-guide-to-child-welfare.html>

Even though the set was published in the late 1990's much of the information and research is still valid. Many of the readings you are assigned in your Child Welfare classes come from this set of books.

SECTION 7: READY SET GO

At first glance this handbook might seem overwhelming. Although that is not

our intent, but rather supports how complex and complicated this field you have chosen is. Please use this handbook as you see fit and please provide us feedback on what you found useful and what could be eliminated or added.

Just as the field of child protection is ever-changing so must the education/training of it staff be ever-changing. So we would like your input as you are truly the experts on the value of this document. Please email Kelly Lynch, State UPP Coordinator at: dlynch8@roadrunner.com with any suggestions or feedback.

Good luck with your future work in child protection! Remember the field needs the brightest, most confident and most skilled workers possible, as a UPP intern you are well on your way to becoming such an employee.

SECTION 8: ACRONYMS

Our last section is the list of the more commonly used acronyms. Many agencies have additional acronyms and new acronyms are developed frequently, so feel free to adjust this list as it meets your needs.

Acronyms of Terms used in the Child Welfare System

AA-Adoption Assessor

AA- Adoption Assistance

ACE- Adverse Childhood Experiences

ACV- Alleged Child Victim

ADAHM- Alcohol, Drug, Addiction and Mental Health

ADAMHS- Alcohol, Drug Addiction and Mental Health Services

AG- Attorney General

AND- Abuse, Neglect Dependency or CAND Child Abuse, Neglect, Dependency

AO- Alleged Offender

AP- Alleged Perpetrator

APS- Adult Protective Services

AR- Alternative Response

ASFA – Adoption and Safe Families Act

BH- Behavioral Health

CAC- Children Advocacy Centers

CAPMIS- Comprehensive Assessment Planning Model Interim Solution

CAPTA- Child Abuse Prevention and Treatment Act

CARA- Comprehensive Addition and Recovery Act

CASA - Court Appointed Special Advocates

CDJFS- County Department of Job and Family Services

CFSR- Child and Family Services Review

COA- Council on Accreditation

COPS- Court Ordered Protective Supervision

CPOE- Child Protection Oversight and Evaluation

CP - Concurrent Planning

CPP - Child Permanency Plan

CPS - Child Protective Services

CPSL-Child Protective Service Law

CSB – Children Services Board

CW- Caseworker or Child Welfare

CYF-Children Youth and Families (**ACYF –** federal Administration on Children, Youth and Families)

DOB- Date of Birth

DODD- Department of Developmental Disabilities

DR- Differential Response (includes AR/alternative response and TR/traditional response)

DYS- Department of Youth Services

ESCORN- Electric Sexual Offender Registration

ESSA – Every Student Succeeds Act

FAK- Foster, Adoption, Kinship

FAQ- Frequently Asked Questions

FCM- Foster Care Maintenance

FCNB- Family-Centered Neighborhood -Based

FFPSA – Family First Prevention Services Act

FGDM - Family Group Decision Making

FI- Forensic Interview(er)

FSP - Family Service Plan

FTM- Family Team meeting

GAL - Guardian Ad Litem

GPS - General Protective Services

HB- House Bill

HHS- Department of Health and Human Services

HIPPA- Health Information Protection and Portability Act

HOPE – Helping Ohioans Parent Effectively (primary parent group)

HT- Human Trafficking

ICCA- Individual Child Care Agreement

ICAMA- Interstate Compact on Adoption and Medical Assistance

ICPC- Interstate Compact on the Placement of Children

ICWA - Indian Child Welfare Act

IEP - Individual Education Plan

IL - Independent Living

ISP - Individual Service Plan

ITNA- Individual Training Needs Assessment (step 1 toward **IDP**/- Individual Development Plan)

JJ- Juvenile Justice

JDC- Juvenile Detention Center

KPIP- Kinship Permanency Incentive Program

LE- Law Enforcement

MDT- Multi Disciplinary Team

MEPA- Multi Ethnic Placement Act

MYS- Multi-System Youth

NAS – Neonatal Abstinence Syndrome

NICWA- National Indian Child Welfare Association

OAC- Ohio Administrative Code (rules)

OFC- ODJFS Office of Families and Children

OCF- Ohio Commission on Fatherhood

OCTF- Ohio Children's Trust Fund

OCYF - Office of Children, Youth and Family

OWF- Ohio Works First

OCWTP- Ohio Child Welfare Training Program

ODJFS- Ohio Department of Job and Family Services

OMHAS- Ohio Department of Mental Health and Addiction Services

ORC- Ohio Revised Code (law)

PASSS- Post Adoption Special Services Subsidy

PC- Permanent Custody

PCPA- Private Child Placing Agency

PCSA- Public Children Services Agency

PCSAO- Public Children Services Association of Ohio (may also refer to PCSAO's annual conference)

PL- Public Law

PLC - Permanent Legal Custodians

PNA - Private Non-Custodial Agency

PPA/Plan for Program Advancement (related to the CFSR)

PPLA - Planned Permanent Living Arrangement

PRC- Prevention, Retention and Contingency

PRT – Permanency Roundtable (**YCPRT**/Youth-Centered Permanency Roundtable)

QRTP- Qualified Residential Treatment Program

RCNO - Race, Color, National Origin

RMS - Random Moment Samples

RTC- Regional Training Center

SACWIS- Statewide Automated Child Welfare Information System

SAMS - State Adoption Maintenance Subsidy

SANE - Sexual Assault Nurse Examiner

SAR - Semi-Annual Administrative Review

SB- Senate Bill

SFY - State Fiscal Year

SNAP - Supplemental Nutrition Assistance Program

SSA - Social Security Administration

SSN – Social Security Number

SSI - Supplemental Security Income

START – Sobriety, Treatment and Reducing Trauma (also Sobriety Treatment and Recovery Teams)

STEP- Solution Through Engagements and Partnership-parenting program

TANF-Temporary Assistance to Needy Families

TC- Temporary Custody

TDM -Team Decision Making Conference

TR - Traditional Response

TPR - Termination of Parental Rights

UPP - University Partnership Program

VAC - Volunteer Agreement for Care

VPA – Voluntary Participation Agreement (Bridges)

YAB - Youth Advisory Board (OHIO YAB/Overcoming Hurdles In Ohio Youth Advisory Board)

For a more complete list of Ohio's child welfare acronyms, go to http://jfs.ohio.gov/ocomm_root/acronyms.stm