



CWEP Website

<http://www.sw.uh.edu/communityoutreach/cwep.php>

University of Houston
Graduate College of Social Work
Child Welfare Education Project

CWEP NewsLine

Volume 13 Issue 2

November 2011

Director's Corner



I am sure that as the semester comes to an end you have experienced issues with time management as it relates to balancing your life as a student, professional, parent, intern, etc. It is now that you need to focus on developing time management skills that will help you to succeed. Time management includes a set of skills, practices and procedures. We all know that poor time management can become overwhelming and cause stress.

Here are a few tips to assist you with managing your time:

- **Utilize your time wisely.** Protect this time by eliminating/turning off anything that may become a distraction, i.e., television, computers, video games, etc. Let others know that you are studying / working so that they won't disturb you.
- **Find out where you are wasting time.** This could include surfing the internet, visiting with co-workers/classmates, making personal phone calls, etc. Use your time to do constructive things.
- **Know when to seek assistance.** It is quite appropriate to say "I need help" or "I don't understand". Create a support system. The entire CWEP staff, as well as current and former students, are able to assist you. Take advantage of the Student Assistance Programs for your academic and/or personal needs on campus or Employee Assistance Programs at your place of employment.
- **Set attainable goals with multiple tasks and strive to accomplish them.** Give yourself credit when you accomplish major tasks such as completing an assignment, closing a case or making a change in a client's life. Be proud of your finished product.

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- **Use time management tools.** Maintain a calendar and/or a to-do list in order to meet deadlines. Use your cell phone or computer to set reminders. Make weekly and daily schedules. Keep your materials/workspace organized.
- **Have a flexible schedule and always leave room for a crisis or a disaster.** Don't schedule appointments back to back. Start projects early and pace yourself. The saying "if anything can go wrong, it will go wrong" is true.
- **Learn to prioritize.** Make a list and complete tasks according to importance and due dates. Check off items as you complete them in order to feel a sense of accomplishment.
- **Learn to recognize and manage burnout.** Signs of burnout include inability to concentrate, irritability, fatigue or ongoing anxiety.
- **Establish positive coping strategies.** You can take a walk, jog, go to a movie, phone a friend, meditate quietly, exercise, or take your child for some ice cream.
- **Take time out for yourself.** Schedule vacations in between semesters so that you will have a break from work as well as school. A one day "staycation" can relieve stress.

You made a brave decision to pursue a Master's Degree in Social Work. You are enhancing your knowledge and skills as they relate to relevant social work issues. As you learn how to manage your time more effectively over the next few semesters or the next several years you will alleviate an enormous amount of stress.

We in the CWEP Department want to see you achieve all of your goals so that you can better serve children and families in the State of Texas.

"Do you love life? Then do not squander time, for that's the stuff that life is made of." Benjamin Franklin

Arnitia Mitchell, CWEP Director

CWEP Spotlight

This month we are highlighting **Barbara Shinall**. Ms. Shinall is the Lead Child Safety Specialist for Child Protective Services in Houston Region 6.

What is your current job position and responsibilities at CPS? I am a Lead Child Safety Specialist with six Child Safety Specialists under my supervision. The role of CSS staff is to review identified high risk CPS cases and to influence CPS practice by providing feedback on casework and decision-making to field staff. The CSS are highly tenured with a variety of experiences within the CPS program.

How do you demonstrate support to your employees who are working full-time and studying at the same time? Primarily my support would be in encouraging staff to complete their MSW

Program. I would also encourage staff to come to me if there were any difficulties in balancing work and studying so that we could resolve any issues they face. Prior to assigning any special projects to them, I would ask if they would be able to complete the project with their current schedule. I keep an 'open door' policy and my staff is my primary concern. I would encourage staff to succeed. I would teach them to set goals to keep their performance on track. I would focus on the good things they were doing and give them praise. I would connect them with a strong mentor. I would create rewards that motivate them to continue. I would be open to what they have to say and make it okay for them to share their ideas and concerns.



How do you help these employees balance their work, family and school? Staff must perform their basic job responsibilities; however, their family comes first. Our CSS team has always been available to assist each other in times of need such as family emergencies. Having a committed

team of caring CPS staff is important for the success of the team and of the individuals within that team. I would limit special projects and I would ask if they felt they could commit to any special assignments. I would encourage them to come to me with any problems they are having so that I could help identify the problem and the solution. I would ask them to focus on both short and long term goals and keep the vision

of the MSW behind their name as that title will definitely secure their future. It is very important for me to 'be there' for my staff and for them to trust that I respect and admire them. If they believe in and value themselves, it is amazing what they can accomplish!

What are some of the most important rewards in your work? My greatest reward is working with my staff. I have an excellent team and they always amaze me with their dedication and level of expertise. Another reward is when field staff's skills increase based on feedback/training from my staff. The most important reward, however, is the knowledge that our effort to keep children safe has been successful.

CWEP Spotlight

What advice do you have for CWEP students (who are studying in our MSW program) and alumni (who are now working at CPS)? NEVER stop learning!! One of the things that always amazes me is that one can never "know it all" when it comes to CPS. I would encourage students and alumni to seek out those they admire for their skills and expertise within the CPS family and learn all they can from them. Also, it is important to keep a positive attitude, stay committed to your work and never compromise your values!

You have supervised at least two employees who have completed the UH's CWEP program (Diana Sutton and Arnitia Mitchell). In what ways do you think their MSW education has prepared them to perform their jobs more effectively at CPS? These two amazing women were amazing before they received their MSW!! Congratulations to the UH's CWEP program for their excellent screening of perspective students and in choosing these two ladies as CWEP students. Their MSW has provided them with additional education and experience to further their career within CPS and beyond. Their MSW opens doors for them that otherwise would be closed. The UH's CWEP program is an excellent opportunity for staff to take control of their future and learn new skills to aid them in their Social Work endeavor.

Do you have any other suggestions for CPS workers and supervisors? Keep a positive attitude, never stop learning, respect yourself and others, and never compromise your values.

Announcements

Independent Studies will be sponsored by Dr. Monit Cheung and Dr. Trish Taylor. Please contact them now to draft a course proposal for Spring 2012. Proposals must be related to child welfare such as Conference Planning, Videotaping Forensic Interviews, Foster/Adopt Training, etc.—Dr. Monit Cheung

CWEP Sponsored or Recommended Courses for Spring 2012:

<u>Monday:</u>	<u>Tuesday:</u>	<u>Wednesday:</u>	<u>Thursday:</u>
6:00pm-9:00pm	8:30-11:30am	1:00-4:00pm	1:00-4:00pm
➤ 7321/15536 <u>Multicultural Practice</u> , Gerontology Elective Health Disparities Elective Political SW Elective Social work in Latino Communities Elective (Professor Sandra Lopez)	➤ 7324/22317 <u>Diagnostic and Statistical Manual</u> , Clinical Concentration, Clinical Crossover (Micki Washburn, LCP- Supervisor) 1:00-4:00pm ➤ 7340/18745 <u>Clinical Practice with Children and Adolescents</u> (Dr. Monit Cheung)	➤ 7351/22429 <u>Supervision and Consultation</u> , Open Elective (Professor Cindy Reibenstein)	➤ 7317/22427 <u>Professional Self-Care</u> , Clinical Crossover (Professor Sandra Lopez) 6:00pm-9:00pm ➤ 7366/15539 <u>Grief and Bereavement Therapy</u> , Clinical Crossover, Gerontology Elective (Professor Sandra Lopez)

Congratulations to our December 2011 Graduates!

* Christine Underwood

* Ashlee Marshall

* Shannon Manning

* Mary Davis

Applications are now being accepted for the

National Data Archive on Child Abuse and Neglect Summer Research Institute

- * The Institute for child maltreatment researchers will take place on **June 11-15, 2012**, at Cornell University
- * The Institute will be an intensive experience in secondary data analysis that combines colloquia with hands-on computing time.
- * The primary goal of the Institute is to facilitate secondary analysis projects from which researchers can publish their findings. In addition, the Institute will provide child maltreatment researchers an invaluable opportunity for networking and collaboration.

OVERVIEW OF INSTITUTE ACTIVITIES:

- Applicants develop research questions and describe their projects in their applications.
- Accepted participants work during daily computing sessions, obtain assistance from consultants and colleagues, and attend relevant colloquia.
- While at the Institute, participants have the opportunity to work intensively with the data with Archive staff on hand to assist with statistical analysis issues.

SCHEDULE AND ACCOMMODATIONS:

- The Institute will begin on Monday evening (6/11) and will conclude after lunch on Friday (6/15).
- Participants will stay in private rooms at the Cornell University Statler Hotel for four nights.
- The hotel room cost and most meals will be covered by the Archive, but participants are responsible for their travel expenses and hotel incidentals.

DIVERSITY SCHOLARSHIPS:

- NDACAN is offering three scholarships to cover the travel fares for two minority participants and one graduate student. It is hoped that these scholarships will promote a diverse array of applicants who would otherwise be unable to attend the Institute.

SELECTION OF PARTICIPANTS BASED ON:

- Quality of their proposal
 - Research background
 - Intention to publish their findings.
- * Preference will be given to applicants who obtain and examine their intended data from NDACAN prior to applying to the Institute.
- * Faculty, post-docs, advanced graduate students, and research professionals are encouraged to apply.
- * The Archive will accept 12-15 applicants.

INSTRUCTIONS TO APPLY: Applicants must submit a recent CV and complete the application that can be found at

http://www.ndacan.cornell.edu/Ndacan/Summer_Institute/SRI2012.html

Application and CV must be sent via e-mail attachment to NDACAN@cornell.edu.

Applications must be received on or before January 30, 2012.

Current Legislation- Key Bills in Congress on Child Welfare

Bill Name	Number of Sponsors	NASW Supported
State Child Welfare Innovation Act	11 (8 R, 3 D)	✓
Child and Family Services Improvement and Innovation Act	17 (8 R, 9 D)	✓
Child and Family Services Extension and Enhancement Act	6 (1 R, 5 D)	✓
H.R. 2022	1 (1 D)	✓

S.1013- State Child Welfare Innovation Act-

- 5/17/2011 -- Introduced.
- Amends title XI of the Social Security Act to renew through FY2014.
- The authority of the Secretary of Health and Human Services (HHS) to authorize states to conduct child welfare program demonstration projects likely to promote the objectives of part B (Child and Family Services) or E (Foster Care and Adoption Assistance) of title IV of the Social Security Act (SSA).
- Repeals the requirement for state project applications to consider certain types of proposals.
- Replaces such requirement with specified conditions for state eligibility to conduct a new demonstration project.
- Sets forth child welfare improvement policies.
- Revises requirements for project applications, evaluations, and reports.

H.R. 2883- Child and Family Services Improvement and Innovation Act-

- To amend part B of title IV of the Social Security Act to extend the child and family services program through fiscal year 2016, and for other purposes.

H.R. 2790- Child and Family Services Extension and Enhancement Act-

- To amend part B of title IV of the Social Security Act to extend the child and family services program through fiscal year 2016, and for other purposes.

H.R. 2022-

- 5/26/11- Introduced
- Directs the Secretary of Human and Health Services to study the recruitment and retention of foster parents of children served by any foster care program funded under part E (Foster Care and Adoption Assistance) of title IV of the Social Security Act.

Portrait of Private Agencies in the Child Welfare System: Principal Results from the National Survey of Private Child and Family Serving Agencies

Earlier this year, the **National Quality Improvement Center on the Privatization of Child Welfare Services** conducted the National Survey of Private Child and Family Serving Agencies.

- ❖ The survey was developed to gather information on the critical role of the private sector in serving children and families involved with the formal child welfare system.
- ❖ This report offers essential information outlining private agency characteristics, funding, service array, inter-organizational relationships, pressures on organizational maintenance, and performance measurement and management.
- ❖ Findings in this report will help professionals better understand the important contributions of the private sector in child welfare work and promote even stronger public/private partnerships.

Survey data were collected from administrators from 446 private agencies from May 1-June 30, 2011.

Major study results are organized around the following nine themes.

Theme 1: Agency leaders are experienced and highly educated.

Theme 2: Agencies are mature, large, and have specialized administrative supports.

Theme 3: Agencies are autonomous, strongly networked, and accredited.

Theme 4: Agency budgets are large and disproportionately drawn from purchase of service contracts.

Theme 5: Agencies have diversified contractual arrangements within and outside of child welfare.

Theme 6: Agencies provide multiple types of child welfare, health and behavioral health, and social services.

Theme 7: Agencies collaborate with other organizations and perceive low levels of competition for funding, staff, or clientele.

Theme 8: Agencies face multiple internal and external pressures.

Theme 9: Agencies use multiple methods to improve performance in serving children and families.

The full report can be found at this link:

<http://fulltextreports.com/category/resources/research-institutes/national-quality-improvement-center-on-the-privatization-of-child-welfare-services/>

Family Engagement in Child Welfare

Video Series

- ❖ Showcases the experiences of two Systems of Care communities that worked with birth parents and kin-caregivers in paraprofessional roles.
- ❖ Offers unique insight into the key elements needed to make peer-to-peer family engagement programs successful.
- ❖ Provides an inside look at program achievements and benefits, as well as fears and challenges related to family involvement.
- ❖ The 10 videos can be used by State and local child welfare administrators, trainers, supervisors, and caseworkers as training tools and capacity building resources.

Parents Helping Parents:

Featuring the Parent Partner Program, where parents who had been involved in the child welfare system now serve as mentors and guides to other parents currently receiving child welfare services:

- [What Does It Take to Be a Parent Partner?](#)
- [Changing the Culture of the Agency](#)
- [Overcoming Fears and Resistance](#)
- [Building and Sustaining the Program](#)
- [Parent Partners: Personal Stories](#)

Supporting Kin Caregivers:

Learn about the Kinship Liaisons Program of Clark County, NV, and how the child welfare agency integrated kinship specialists into their workforce:

- [What Does it Take to be a Kinship Specialist?](#)
- [Overcoming Fears and Resistance](#)
- [Keeping Families Together: Personal Stories](#)

System of Care Policy Action Guide

- The System of care Policy Action Guide is a capacity building tool that **supports the process of identifying and advancing policy strategies** to improve child welfare systems and practices.
- The Action Guide **provides a framework for thinking about child welfare policy options and initiating actions** that help promote an effective policy initiative.
- *The Policy Action Guide directs you through three critical stages for planning a policy initiative:*
 1. **Complete an assessment.** Through a series of targeted questions, you can define your issue of interest, specify objectives, review existing policies and policy gaps, and determine the factors that support or restrict your policy initiative.
 2. **Select a policy approach.** You can review the descriptions and considerations presented for five different policy approaches—legislation, multiparty agreement, proclamation, internal policy, and regulation—and then select the policy approach(es) that best fit your needs and circumstances.
 3. **Begin developing an action plan for your selected approach.** The Policy Action Guide helps you develop and document strategies for understanding the policy development context and process, identifying who should be involved, and planning what needs to be done—building support, developing drafts, planning for outreach and implementation, identifying resources, and more.
- The Policy Action Guide is designed for representatives of child welfare agencies or other entities working toward improving child welfare systems or practices through one or more of the following principles:

- * Interagency collaboration
- * Individualized, strengths-based care
- * Cultural and linguistic competence
- * Child, youth, and family involvement
- * Community-based approaches
- * Accountability

- This guide is particularly useful for communities in the process of building or sustaining child welfare driven systems of care.
- The guide also may be helpful to child welfare administrators assessing policy needs to address issues identified during the review process.

CAPTA Reauthorization Act of 2010

- Congress reauthorized the Child Abuse Prevention and Treatment Act (CAPTA) on December 10, 2010.
- CAPTA was first passed in 1974, and was last reauthorized for five years under the Keeping Children and Families Safe Act of 2003.

Summary of New Provisions

- The ACT targets improved child protection services systems, improved training programs for mandatory reporters and child workers, and enhanced service collaboration and interagency communication across systems.

It does so by addressing the following topics in pertinent sections of the legislation:

Differential Response

- Allows greater flexibility in investigations and better emphasis on prevention
- Offers more than one method of response to reports of abuse and neglect.
- Recognizes the variation in the nature of reports and the value of responding differently.
- Adds differential response as an eligible use of state grants
- Requires HHS to disseminate information on differential response best practices.
- Added as an eligible topic of research and personnel training under the discretionary grants.

Domestic Violence

- Recognizes the co-occurrence of child maltreatment and domestic violence.
- Adds services for children exposed to domestic violence as an eligible expenditure under the state grants
- Requires HHS to disseminate information on effective programs and best practices that address this co-occurrence and ameliorate its negative effects.
- Discretionary grant programs providing research, training, and technical assistance are each amended to include domestic violence as an eligible target
- Services and treatment to children and their non-abusing caregiver are added to eligible CBCAP services.

Substance Abuse

- Recognizing the relationship between child maltreatment and substance abuse.
- The collaboration between substance abuse treatment services and maltreatment prevention services is promoted by including substance abuse as an eligible topic under the research, technical assistance, and program innovation discretionary grants.

Tribes

- For the first time, tribes are recognized in CAPTA
- Includes tribal representatives on the advisory board and, in that forum, treating tribes as states.
- Tribes are also eligible for discretionary grants, but not the basic state grants.

SAVE THE DATE
***The Social Work Research
Conference***

Friday, December 2nd & Saturday, December 3rd
University of Houston Alumni/Athletic Center, Great Room
Free Event

- .Poster presentations by GCSW MSW students**
- .Research presentations by GCSW Doctoral students**
- .Research presentations conducted by GCSW faculty**

Friday, December 2, 2011 9:00am-4:30pm

Welcome by Dean Ira C. Colby

Keynote Speaker Dr. Lovell Jones

University of Houston GCSW/ UT M.D. Anderson Cancer Center
Founder, Biennial Symposium Series on Minorities,
the Medically Underserved & Cancer
Cofounder, Intercultural Cancer Council
Director, Dorothy I. Height Center for Health Equity & Evaluation Research

Dr. Isabel Torres

Associate Professor, UH GCSW
Visiting Associate Professor, MD Anderson Cancer Center
Department of Palliative Care and Rehabilitation Medicine

Saturday, December 3, 2011 9:00am-12:00pm

Dr. Dennis Kao

UH GCSW Assistant Professor

Dr. McClain Sampson

UH GCSW Assistant Professor

Up to .45 CEU's offered at a \$10 fee

For more information contact Patrick Leung, PhD, Professor, at pleung@uh.edu

Co-sponsored by:

**The Graduate College of Social Work and the GCSW Alumni
Association**

**UNIVERSITY OF HOUSTON
GRADUATE COLLEGE OF SOCIAL WORK
CHILD WELFARE EDUCATION PROJECT**

CWEP Calendar of Events

Fall 2011 * Spring 2012 * Summer 2012



FALL 2011

November

- 4th - Brown Bag at CPS from 12:00pm-1:00pm
- 4th - ONLINE APPLICATION FOR SPRING 2012 GRADUATION OPENED (FEE - \$25)
- 4th - GCSW/ Licensing Prep Class (**December Graduates Only**)
- 14th - Field Integrative Paper Due for Field IV Students
- 23th - 26th - **THANKSGIVING HOLIDAY**

December

- 2nd - GCSW Research Conference at UH Alumni Center 8:00 AM-4:30 PM
- 3rd - GCSW Research Conference at UH Alumni Center 8:00 AM-12:00 PM
- 3rd - Field Grade Evaluations Due
- 3rd - **Last Day of Classes and Field Instruction**
- 7th - 15th - Final Examination Period

SPRING 2012

January

- 16th - **MARTIN LUTHERN KING, JR., HOLIDAY**
- 17th - **Classes Begin for Spring Semester**
- 27th - Brown Bag at CPS from 12:00pm-1:00pm

February

- 4th - Field Educational Contracts Due
- 24th - LAST DAY: ONLINE APPLICATION FOR SPRING GRADUATION (FEE - \$25)
- 24th - Social/Networking Event (Self Care) 12 pm - 1 pm
- 25th - Late Period for Spring 2012 Graduation / Late fee \$50

March

- 9th - CWEP Symposium
- 12th - 17th - **SPRING BREAK WEEK**
- 23rd - GCSW/ Licensing Prep Class (**Spring Graduates Only**)
- 26th - 30th - CWEP Student Advising for Summer / Fall 2012
- 28th - Field Integrative Paper Due for Field IV Students
- 30th - Field Agency Marketplace

April

- 6th - Field Applications Due For Summer/Fall 2012
- 13th - GCSW/ Licensing Prep Class (**Spring Graduates Only**)
- 30th - Field Grade Evaluations Due
- 30th - Last Day of Classes

May

- 2th - 10th - Final Examination Period
- 4th - GCSW/ Licensing Prep Class (**Spring Graduates Only**)
- 9th - Field Preference Forms for Concentration Year Summer/Fall Placements Due
- 11th - **CONVOCATION (DATE TO BE FINALIZED; SEE GCSW ANNOUNCEMENT)**

Summer 2012

May

- 28th - **MEMORIAL DAY HOLIDAY**
- 29th - 1st - TITLE IV-E CHILD WELFARE ROUNDTABLE CONFERENCE: GALVESTON, TX

June

- 4th - **Classes Begin for Summer**
- TBA - GCSW/ Licensing Prep Class
- 8th - New Applicant's Deadline to turn in CWEP Application for Fall 2012
- 18th - Field Educational Contracts Due

July

- 16th - Field Integrative Paper Due for Field IV Students

August

- 1st - Field Grades Due