

**CWEP**

**Child Welfare Education Project**  
**Annual Report**  
**FY09**

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**Principal Investigator**

**Joe Papick**  
**Director**

**July 1, 2008 – June 30, 2009**

The Child Welfare Education Project is a joint program of the Graduate College of Social Work, University of Houston and Region 6, Child Protective Services, Texas Department of Family and Protective Services. Funding is provided through Title IV-E of the Amendments to the Social Security Act.

# **CWEP**

## **Child Welfare Education Project Annual Report FY 09**

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# **CWEP**

## **Child Welfare Education Project**

### **Annual Report FY 09**

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# CWEP

## Child Welfare Education Project

### Annual Report FY 09

## Executive Summary

### **Introduction**

Starting 1999, The Child Welfare Education Project (CWEP) evolved out of the mutual desire of the Graduate College of Social Work, University of Houston and the Texas Department of Family and Protective Services (DFPS) to provide professional educational opportunities to Masters level social work students to prepare them for the demanding and challenging work found in Children's Protective Services. This report details the accomplishments of those goals for FY09 and highlights the new goals for FY10.

### **Goals and Tasks for FY08:**

The goals for FY2009 are organized under the three categories determined by the statewide work group that developed consistent contracts for all participating universities. These areas are faculty and curriculum development, student education, and partnership activities. CWEP's goals for 2009 were:

### **Goals**

1. Faculty and Curriculum Development
  - a. To offer an advanced education and training program, which will include course work and field practicum necessary for completion of degree requirements. The course work should address professional competencies required for work in the child foster care system within DFPS.
  - b. To enhance the BSW/MSW curriculum by infusing child welfare content. Training must be focused on enhancing caseworker skills necessary for administering the foster care program as required by 45 CFR 1356.60 (c)(2): referral to services, preparation for and participation in judicial determinations, placement of the child, development of the case plan, case reviews, and case management and supervision. The curriculum will incorporate training topics in accordance with the Department Title IV-B State plan as required by 45 CFR 1356.60 (b)(ii)(2).
  - c. To develop curriculum for the training of prospective and current foster/adopt parents and prospective adoptive parents, if requested by region.

## 2. Student Education

- a. To create opportunities for current DFPS staff to extend their professional social work education by completing BSW and /or MSW degrees.
- b. To develop a pool of trained professional social workers with BSW degrees and/or MSW degrees who are qualified and prepared for employment in Title IV-E eligible Child Protective Services positions.
- c. To provide opportunities for DFPS staff to acquire formal training through extension courses and continuing education that result in enhanced skills in the area of foster care and adoption assistance.
- d. To build the knowledge, skill, and professional competencies of future leaders of DFPS, the single state agency for Title IV-E.

## 3. Partnership Activities

- a. To enhance the professional partnership between the University and CPS staff by increasing the awareness of the Title IV-E training program in both the University and CPS communities.
- b. To provide and assist with training of prospective foster and adoptive parents and current foster/adopt parents, if requested by region. Training topics will be identified by DFPS.
- c. To assist DFPS with developing meaningful measures to assess student satisfaction with the training program.
- d. To assist DFPS with developing meaningful measures to assess employee satisfaction with the training program.

# Major Tasks and Accomplishments

## FY2009

### 1. Faculty and Curriculum Development:

**Goal A:** To offer an advanced education and training program which will include course work and field practicum necessary for completion of degree requirements. The course work should address professional competencies required for work in the child foster care system within DFPS.

1. CWEP sponsored two (2) classes in the spring semester and one (1) class during the summer semester where infusion of child welfare content was achieved. The classes were taught by CWEP staff members. In the spring semester, Psychodynamic Theories and Psychopathology (SOCW 7397), and in the summer, Child Abuse and Neglect (SOCW 7397), were taught.
2. The new course, "Child Abuse and Neglect," developed in FY08, was taught in the new curriculum in Spring 2009. A CWEP staff member, Brunessia Wilson, restructured the course extensively to include practice skills particularly helpful for CWEP and other UH MSW students. Brunessia Wilson then taught the course in Summer 2009.
3. The CWEP Library started in 2002 with 82 books, now contains a total of 359 books, 31 journals and magazines, and 45 reports and government documents. A catalog of books and materials is posted on the UH-GCSW/OCP website and was circulated through emails to faculty during the year as additions were made to the library (See Appendix D-10).
4. A CWEP video collection started in 2000 now contains fifty-three (53) videos. The videos stress child welfare content for infusion into the curriculum. A catalog of videos available for faculty to use was circulated through emails to the GCSW faculty (See Appendix D-11).
5. The CWEP Resource Guide continues to be available on the CWEP website and is available to all faculty. It was last updated in June 2009 (See Appendix D-12).
6. The twenty (20) case vignettes collected by a CWEP student as an Independent Study project in fall 2008 were compiled for teaching purposes. These vignettes demonstrated child welfare practice in the areas of case management, case planning, permanency planning, child well-being and safety and court preparation. These vignettes are being edited for use by faculty in classroom situations for infusion of child welfare content into the graduate social work curriculum. (See Child Protection Case Vignettes for Teaching and Practice in Educational Resources).

**Goal B:** To enhance the BSW/MSW curriculum by infusing child welfare content. Training must be focused on enhancing caseworker skills necessary for administering the foster care program as required by 45 CFR 1356.60 (c)(2): referral to services, preparation for and participation in judicial determinations, placement of the child, development of the case plan, case reviews, and case management and supervision. The curriculum will incorporate training topics in accordance with the Department Title IV-B State plan as required by 45 CFR 1356.60 (b)(ii)(2).

1. One (1) additional student representative was invited to serve as a member of the Curriculum Planning and Development Committee, as reflected in the Committee Membership Directory (See Appendix D-2).
2. GCSW faculty was invited to attend our CWEP symposium on March 13, 2009. The symposium was titled **Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop**. The workshop was lead by Dr. Jean Kantambu Latting. The symposium was well received (See Appendix D-8).
3. A publication guide entitled, *Journals in Social Work and Related Disciplines: Manuscript Submission Information*, compiled by CWEP faculty members, Dr. Patrick Leung and Dr. Monit Cheung, was updated in June 2009 with additional journals and impact factors. It was emailed to all GCSW faculty members, BSW/MSW faculty members at other universities, and other Title IV-E partners on the Texas and national Listservs. This guide is currently available at the CWEP website (<http://www.sw.uh.edu/documents/cwep/ManuscriptSubmissionInformation.pdf>) to encourage child welfare research being published and literature being updated (See Appendix D-13).
4. Five (5) issues of CWEP *NewsLine* were distributed to all full-time and part-time GCSW faculty during FY09. The issues contained information related to CWEP, and had occasional features on case management, case planning, permanency planning, child well-being and safety, and court preparation (See Appendix D-14).

**Goal C:** To develop curriculum for the training of prospective and current foster parents and prospective adoptive parents, if requested by region.

1. A three-hour foster /adopt training module **Aging out without Doubt** was piloted at Region 6 Headquarters with foster/adopt parents from the community. The training was well received (See Appendix D-6).
2. A three (3) hour foster/adopt training module entitled **Marriage Enhancement for Foster/Adopt Parents of Special Needs Children** was piloted in California with foster/adopt parents. The training was well received (See Appendix D-6).

2. CWEP continues to develop foster/adopt-training materials in consultation with DFPS staff with a focus on needs identified by DFPS and foster/adopt parents.

## **2. Student Education:**

**Goal A:** To create opportunities for current DFPS staff to extend their professional social work education by completing BSW and /or MSW degrees.

1. CWEP continued to provide stipend opportunities for DFPS staff. Nineteen (19) staff were provided a stipend in FY09 and all staff were from Houston.
2. A total of forty-nine (49) applicants were recruited for fiscal year 2009 to participate in the Title IV-E stipend program and twenty-five (25) students were selected for a stipend and were awarded a total of 65 units during the fiscal year.

**Goal B:** To develop a pool of trained professional social workers with BSW degrees and/or MSW degrees who are qualified and prepared for employment in Title IV-E eligible Child Protective Services positions.

1. The CWEP Student Affairs Coordinator, with the assistance of Jan Leger, MSW Academic Advisor, met regularly with students to ensure that all incoming and current students received advisement information of appropriate courses that would fulfill the requirements for both MSW and CWEP programs.
2. The CWEP Student Affairs Coordinator advised students regarding course selection in order to enhance child welfare knowledge (See Recommended course guide in Appendix D-4).
3. Two (2) informational sessions were held in the Houston region to present the CWEP program to current DFPS staff who might wish to attend the GCSW's MSW program.
4. The CWEP Student Affairs Coordinator continued to work with CPS on a continuous effort to maintain a developed database and assist with the collection of student and statistical information to be shared between CWEP and CPS.
5. The CWEP Student Affairs Coordinator continued to present the CWEP program at various "Basic Skills Development" classes held at CPS throughout the year.
6. The CWEP Student Affairs Coordinator attended the GCSW new student orientation, the GCSW Field Marketplace, and graduate fairs at other colleges and universities in order to promote careers in Children's Protective Services and present CWEP to interested students.

7. The CWEP Student Affairs Coordinator worked closely with the GCSW Director of Recruitment/Admissions to ensure that CWEP materials were available to all prospective students interested in CWEP.
8. The CWEP Student Affairs Coordinator continued to build relationships between the GCSW and Human Resources at DFPS to ensure that non-employee students have a smooth transition from school to employment.
9. The CWEP Student Affairs Coordinator worked with CPS HR in selecting non-employee recipients for the CWEP program by serving on the interview panel with CPS HR personnel.
10. The CWEP Student Affairs Coordinator presented the program at DFPS related conferences to inform CPS employees about opportunities for obtaining an MSW degree.
11. The Field Coordinator monitored the field instruction for all students in Region Six (Houston) as well as students in the Beaumont area, as an ongoing task throughout the year. The Field Coordinator met with forty (40) students from the Houston area of which two (2) were from the Beaumont area. Eight (8) students were CWEP students. There were a total of fifty (50) Faculty Liaison visits made by the Field Coordinator with GCSW and CWEP students.
12. [The Field Coordinator served as the field instructor for four \(4\) students during the fiscal year.](#)
13. [The Field Coordinator actively recruited agencies for field placement, and was successful in adding one new agency in Houston and two agencies in the Beaumont area.](#)
14. [The Field Coordinator trained two field instructors, one from the Houston area, and one from the Beaumont area.](#)
15. There were four (4) field seminar sessions conducted with CWEP students placed within DFPS internships. There were seven (7) students that participated in these sessions which were once a month for one hour and fifteen minutes. Evaluations from the students were obtained and the results are located in Appendix C-1.
16. The Field Coordinator provided consultation to Field Instructors and preceptors on an on-going basis to assure the GCSW and CWEP objectives were met.
17. A list of CWEP symposia with corresponding competencies in foster care work preparations was prepared as a guide to identify students' learning and curriculum planning (See Symposia Topics in Appendix D-7).
18. The Curriculum Planning and Development Committee was successful in increasing opportunities available for students to gain additional knowledge related to child welfare through the presentation of a symposium during the 2008-09 academic year.

19. The CWEP Spring Symposium was held on Friday, March 13, 2009. The symposium addressed the topic of **Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop** and was presented by Dr. Jean Kantambu Latting, Professor Emeritus at the Graduate College of Social Work, University of Houston. Overall, evaluations indicated the presentation was well received (See summary of evaluations in Appendix D-8).
20. The CWEP Website has been maintained and updated; it now includes the CWEP library catalog, manuscript submission information, Title IV-E survey reports, research and training articles, information for prospective students, information for current students, information about our CWEP staff, and a link to the Texas Department of Family and Protective Services' website. (See Appendix D-9).
21. Dr. Monit Cheung, Principal Investigator, continued to be the owner who manages the Texas Title IV-E Listserv that was started in May 2003. Periodically announcements were efficiently made through this listserv.
22. CWEP students have received five (5) issues of the *CWEP NewsLine*, a newsletter intended to inform students about relevant child welfare issues. (See Appendix D-14).
23. A formal mentorship program was continued for all CWEP students. This program, known as "LEO" (Learning Enhancement Opportunity), is an academic program that provides mentorship in the areas of computer research skills, APA formatting, paper organization, preparation of presentation materials, etc. Six students availed themselves of this program this year (See flyer in Appendix D-15).
24. No LCSW and/or LMSW-AP supervision was provided during this contract period as no requests were made by the agency.

**Goal C:** To provide opportunities for DFPS staff to acquire formal training through extension courses and continuing education that result in enhanced skills in the area of foster care and adoption assistance.

1. The CPS Regional Director has used the communication tree at CPS to send out several general announcements regarding continuing education courses at University of Houston that were offered to DFPS by CWEP. In addition, the CPS Regional Director named an on-site contact person for CPS employees so that coordination of attendees could occur easily and information about the courses would be more easily accessible to staff.
2. Several continuing education courses were made available to staff. A total of fifteen (15) slots were used by staff during FY09. Overall course evaluations indicated good to excellent results for each course. (See Appendix D-5).

**Goal D:** To build the knowledge, skills, and professional competencies of future leaders of DFPS, the single state agency for Title IV-E.

1. The Child Welfare Education Project (CWEP) Spring Symposium was held on Friday, March 13, 2009. Dr. Jean Kantambu Latting, Professor Emeritus at the Graduate College of Social Work, University of Houston, conducted a workshop entitled: **Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop**. It was held at Region 6 offices at 2525 Murworth in Houston. A total of twenty-eight (28) people attended the Symposium, including sixteen (16) CWEP students, seven (7) CPS staff and five (5) CWEP staff. There were twenty-five (25) evaluations returned. Overall, evaluations indicated the presentation was well received (See Appendix D-8).
2. Several general announcements regarding continuing education courses at University of Houston were offered to DFPS by CWEP through messages to the CPS Regional Director who in turn sent those messages through his communication tree.
3. University staff and DFPS staff met on March 30, 2009 to begin discussions on the number of stipends affordable and numbers that could be offered and finalized the number of stipends to be awarded for FY09 on May 18, 2009.
4. Members of the GCSW student body were invited to attend the symposium relevant to child welfare issues through invitations posted and circulated through the GCSW announcement channels.
5. The CWEP bulletin board placed in the GCSW student lounge featured the CWEP *NewsLine* and other announcements to enhance awareness among GCSW students of the CWEP events.
6. Student body awareness of child welfare issues has been increased through the CWEP sponsored facilitation of GCSW classes. The Curriculum Planning and Development Committee has consistently supported the continued presence of CWEP staff in class instructor roles.

### **3. Partnership Activities:**

**Goal A:** To enhance the professional partnership between the University and CPS staff by increasing the awareness of the Title IV-E training program in both the University and CPS communities.

1. Updated the “National Survey of IV-E Stipends and Paybacks” and posted the detailed results on our CWEP website: <http://www.sw.uh.edu/documents/cwep/StipendsPayback05-09.pdf> (last update 5/26/2009). Its purpose is to serve the national IV-E communities with the most update information about stipend and payback requirements in the nation.

2. Presentations and Reports by Dr. Monit Cheung, P.I. of CWEP

**Publications:**

- Belanger, K., Copeland, S., & **Cheung, M.** (2008). The role of faith in adoption: Achieving positive adoption outcomes for African American children. *Child Welfare, 87*(2), 99-123.
- Feng, Y., & **Cheung, M.** (2008). Public policies affecting ethnic minorities in China. *China Journal of Social Work, 1*(3), 248-265.
- Leung, P., & Cheung, M. (2008). A prevalence study on partner abuse in six Asian-American ethnic groups in the United States. *International Social Work, 51*(5), 635-649.
- Trahan, M. H., & **Cheung, M.** (2008). Fathers and traumatized youth: Key variables of gender, emotion, and recovery needs. *Journal of Child and Adolescent Trauma, 1*(3), 207-223.
- **Cheung, M.** (2008). Indigenous practice in clinical social work: The IN approach. In J. Ma, K. Tang, & N. Ngai (Eds.), *Chinese social work in the era of globalization* (pp.163-177). Shanghai, China: Millennium Publishing Company.
- **Cheung, M.** (Ed.) (2008). Child protection case vignettes for teaching and practice. Houston, TX: Title IV-E Roundtable Electronic CD Production, University of Houston.
- **Cheung, M.** (2008). [Book review of *Forgiveness in Marriage.*] Hong Kong University Press.
- Leung, P., & **Cheung, M.** (2008). *Report on the analysis of the needs of children in substitute care and their families in Texas.* Houston, TX: University of Houston Graduate College of Social Work (502 pages).

**Presentations:**

**Juried:**

- Tsui, V., **Cheung, M.**, & Leung, P. (2009). Service needs for male victims of partner abuse. Juried paper presented at the “Promoting Harmony in a World of Conflicts”: An International Conference on Social Work and Counseling Practice, Hong Kong, June 2-5.
- Tsui, V., Leung, P., & **Cheung, M.** (2008). Factors contributing to depressive symptoms among Indian Americans. Juried paper presented at the API Summit, 54th Annual Program Meeting, Council on Social Work Education, Philadelphia, Nov 2.
- Cheung, A., Leung, P., & **Cheung, M.** (2008). Factors contributing to depressive symptoms among Vietnamese-Americans. Juried paper presented at the API Summit, 54th Annual Program Meeting, Council on Social Work Education, Philadelphia, Nov 2.
- **Cheung, M.**, & Leung, P. (2008). A case approach in teaching multicultural practice with evidence-based outcomes. Juried paper presented at the 54th Annual Program Meeting, Council on Social Work Education, Philadelphia, Nov 1.
- Delavega, E., & **Cheung, M.** (2008). Needs and concerns of day laborers: Practice implications from client dialogues. Juried paper presented at the 54th Annual Program Meeting, Council on Social Work Education, Philadelphia, Nov 1.
- Leung, P., **Cheung, M.**, Cheung, A., & Tsui, V. (2008). Factors contributing to depressive symptoms among Chinese Americans. Juried paper presented at the 54th Annual Program Meeting, Council on Social Work Education, Philadelphia, Nov 1.

- **Cheung, M., & Leung, P. (2008).** Multicultural practice and evaluation. Juried presentation (Diversity and Human Rights Track) at the 54th Annual Program Meeting, Council on Social Work Education, Philadelphia, Oct 31.

**Invited:**

- **Cheung, M. (2009).** Parent-child relationship building: Gen X vs. Gen Y. Rotary Central, Hong Kong, June 17.
- **Cheung, M., & Leung, P. (2009).** A case approach to evidence-based practice. Guest lecture at the Symposium of Practice Research, University of Hong Kong, June 24.
- **Cheung, M. (2009).** Creative modalities in short-term therapy. Honorary professorship lecture at the University of Hong Kong, June 19.
- **Cheung, M. (2009).** Applying the best practice protocols in child sexual abuse. Honorary professorship lecture at the University of Hong Kong, June 18.
- **Cheung, M. (2009).** Plenary Speech: Utilizing child sexual abuse interview protocol with diverse client populations. “Promoting Harmony in a World of Conflicts”: An International Conference on Social Work and Counseling Practice, Hong Kong, June 5.
- **Leung, P., & Cheung, M. (2009).** Parallel Workshop: Multicultural counseling practice and evaluation with evidence-based outcomes. “Promoting Harmony in a World of Conflicts”: An International Conference on Social Work and Counseling Practice, Hong Kong, Jun 5.
- **Cheung, M., & Leung, P. (2009).** Parallel Workshop: Guided imagery applications in the counseling process. “Promoting Harmony in a World of Conflicts”: An International Conference on Social Work and Counseling Practice, Hong Kong, Jun 4.
- **Cheung, M. (2009).** Stress reduction exercises for child welfare professionals. Invited by the 13<sup>th</sup> Annual Regional Title IV-E Roundtable Conference, New Braunfels, Texas, May 29.
- **Cheung, M. (2009).** Parenting expectations and parent-child relationships. Presented at the Asian College and Career Day organized by Houston Independent School District, Houston, May 2.
- **Cheung, M. (2008).** Play therapy applications in mental health settings: Assessment and interventions. Michigan State University School of Social Work, Play Therapy Special Workshop, East Lansing, MI, Nov 21.
- **Cheung, M. (2008).** Teaching play therapy in the classroom. Michigan State University School of Social Work, East Lansing, MI, Nov 20.
- **Cheung, M. (2008).** Child sexual abuse interview protocol and treatment. Michigan State University School of Social Work, Continuing Education Program, Flint, MI, Nov 20.
- **Cheung, M. (2008).** Disclosure of child sexual abuse: What’s next? Invited by Dominican Sisters of Houston at their annual Member Misconduct Meeting, Nov 13.
- **Cheung, M., & Nguyen, S. (2008).** Creating a supportive environment to ensure success in school. Beyond Chopsticks: Practical Approaches in Working with Asian American Youth and Families. Stanley Sue Cultural Competence Center, Asian American Family Services. Houston, Texas, Oct 1.
- **Cheung, M. (2008).** Social and psychological issues impacting Asian American youth and families. Moderator at the Beyond Chopsticks: Practical Approaches in Working

with Asian American Youth and Families. Stanley Sue Cultural Competence Center, Asian American Family Services. Houston, Texas, Oct 1.

- **Cheung, M.** (2008). Qigong relaxation exercises: Teaching mindfulness to families. Invited by the 2008 Family Preservation Conference, San Antonio, Texas, Sept 4.

3. Presentations and Reports by Dr. Patrick Leung:

**Publications:**

- Cheung, M., **Leung, P.**, & Tsui, V. (2009). Asian male domestic violence victims: Services exclusive for men. *Journal of Family Violence*, 24, 447-462. doi: 10.1007/s10896-009-9240-9
- **Leung, P.** (2009). Culturally and legally sensitive interview guides for use in faculty searches. *Journal of Ethnic & Cultural Diversity in Social Work*, 18(1/2), 89-109.
- Hsieh, M., & **Leung, P.** (2009). Protective factors for adolescents among divorced single-parent families from Taiwan. *Social Work in Healthcare*, 48(3), 298-320.
- Luu, T., **Leung, P.**, & Nash, S. (2009). Help seeking attitudes among Vietnamese Americans: The impact of acculturation, cultural barriers, and spiritual beliefs. *Social Work in Mental Health*, 7(5), 476-493.
- **Leung, P.**, & Cheung, M. (2008). A prevalence study on partner abuse in six Asian-American ethnic groups. *International Social Work*, 51(5), 635-649. doi: 10.1177/0020872808093342
- Hughes, D., **Leung, P.**, & Naus, M. (2008). Using single system analyses to assess the effectiveness of an exercise intervention on quality of life for Hispanic breast cancer survivors: A pilot study. *Social Work in Healthcare*, 47(1), 73-91.

**Other Publications and Reports:**

- **Leung, P.** (2008). [Review the software of *SPSS Version 17*]. Chicago, IL: SPSS Inc.
- **Leung, P.**, & Cheung, M. (2008). *Report on the analysis of the needs of children in substitute care and their families in Texas*. Houston, TX: University of Houston Graduate College of Social Work (502 pages).
- **Leung, P.**, Granato, J., & Mayes, T. (2008). *Report on the analysis of the needs of children in substitute care and their families in Texas*. Houston, TX: University of Houston Graduate College of Social Work (50 pages).
- **Leung, P.**, & Belanger, K. (2008). *Report on the analysis of DFPS' and providers' substitute care systems and processes in Texas*. Houston, TX: University of Houston Graduate College of Social Work (124 pages).
- **Leung, P.**, & Steinberg, C. (2008). *Report on the identification of alternatives and solutions in substitute care in Texas*. Houston, TX: University of Houston Graduate College of Social Work (106 pages).
- **Leung, P.** (2008). *Development and documentation of a final draft strategic plan for substitute care system in Texas*. Houston, TX: University of Houston Graduate College of Social Work (45 pages).
- **Leung, P.**, Mukoro, K., & Cheung, A. (2008). *An evaluation of the child welfare education project: Annual Report*. Houston, TX: University of Houston Graduate College of Social Work (71 pages).

**Grants:**

- **Leung, P.** (2008). Statewide placement quality and capacity needs analysis. Funded by the Texas Department of Family and Protective Services. (P.I.: Leung).
- Steinberg, K. (2008). Interagency Coordinating Council for building healthy families Evaluation Project. Funded by the Texas Department of Family and Protective Services. (Lead Researcher: **Leung**; PI: Steinberg).

**Honors:**

- 2007-2009 Honorary Professorship in the Department of Applied Social Sciences, The Hong Kong Polytechnic University.
- 2005-Present President Emeritus, Asian American Family Services, Houston, Texas.

**Professional Presentations:**

- Tsui, V., Cheung, M., & **Leung, P.** (2009). Service needs for male victims of partner abuse. Juried paper to be presented at the “Promoting Harmony in a World of Conflicts”: An International Conference on Social Work and Counseling Practice, Hong Kong, June 2-5.
- Tsui, V., **Leung, P.**, & Cheung, M. (2008). Factors contributing to depressive symptoms among Indian Americans. Juried paper presented at the Asian & Pacific Islander Summit, 54<sup>th</sup> Annual Program Meeting, Council on Social Work Education, Philadelphia, November 2.
- Cheung, A., **Leung, P.**, & Cheung, M. (2008). Factors contributing to depressive symptoms among Vietnamese-Americans. Juried paper presented at the Asian & Pacific Islander Summit, 54<sup>th</sup> Annual Program Meeting, Council on Social Work Education, Philadelphia, November 2.
- Cheung, M., & **Leung, P.** (2008). A case approach in teaching multicultural practice with evidence-based outcomes. Juried paper presented at the 54<sup>th</sup> Annual Program Meeting, Council on Social Work Education, Philadelphia, November 1.
- **Leung, P.**, Cheung, M., Cheung, A., & Tsui, V. (2008). Factors contributing to depressive symptoms among Chinese Americans. Juried paper presented at the 54<sup>th</sup> Annual Program Meeting, Council on Social Work Education, Philadelphia, November 1.
- Cheung, M., & **Leung, P.** (2008). Multicultural practice and evaluation. Juried presentation (Diversity and Human Rights Track) at the 54<sup>th</sup> Annual Program Meeting, Council on Social Work Education, Philadelphia, November 1.
- Cheung, M., **Leung, P.**, Tsui, V., & Cheung, A. (2008). Mental health needs among Vietnamese immigrants in the United States: Changes from 2001 to 2007. Juried paper presented at the International Association of Schools of Social Work 34th Global Social Work Congress (IASSW 2008 Congress), Durban, South Africa, July 20 – 24.
- **Leung, P.**, Cheung, M., Cheung, A., & Tsui, V. (2008). Vietnamese victims of partner abuse: Prevalence rates between 2001 and 2007. Juried paper presented at the International Association of Schools of Social Work 34th Global Social Work Congress (IASSW 2008 Congress), Durban, South Africa, July 20 – 24.

4. Presentations and Reports by Dr. Patricia G. Taylor, Curriculum Coordinator

**Publications:**

- Plummer, C. A., Ai, A., Lemieux, C., Richardson, R., Dey, S.K., **Taylor, P.**, Spence, S., & Kim, H. (2008). Volunteerism among Social Work Students During Hurricane Katrina and Rita: A Report from the Disaster Area, *Journal of Social Service Research*, 34(3), 55-71.

**Presentations:**

- Plummer, C. A. & **Taylor, P.** (2008). *Volunteerism among social work students during hurricanes Katrina and Rita: A report from the disaster area.* 3 hour invited presentation, Social Welfare Action Alliance, University of Houston, April 4-6.
- Mapp, S., Queen, Boutte'-Queen, N.M, Erich, S., **Taylor, P.** (2007). *Evidence-Based Practice or Practice-Based Evidence: MEPA and Current Adoption Practices*, .Poster Presentation, CSWE's 53rd Annual Program Meeting (October 27 - 30, 2007).

5. Presentations and Reports by Venus Tsui, Doctoral Associate of CWEP

**Publications:**

- **Tsui, V.** (2008). Eliminate or restore CSWE Minority Fellowship Program funding. Houston, TX : University of Houston Graduate College of Social Work. Available: [http://www.sw.uh.edu/documents/cwep/MFP\\_Summary.pdf](http://www.sw.uh.edu/documents/cwep/MFP_Summary.pdf)
- Cheung, M., & Papick, J. (2008). (Staff: Clark, K., Wilson, B., McFarland, A., Taylor, P., & **Tsui, V.**; Evaluation Team: Leung, P., Cheung, A., & Mukoro, K.). *Child welfare education project: Annual report FY08.* Houston, TX: University of Houston Graduate College of Social Work.

**Presentations:**

**Juried:**

- **Tsui, V.**, Cheung, M., & Leung, P. (2009). Service needs for male victims of partner abuse. A juried paper presented at the "Promoting Harmony in a World of Conflicts": An International Conference on Social Work and Counseling Practice, Hong Kong, June 2.
- Leung, P., Cheung, M., & Cheung, A., & **Tsui, V.** (2008). Factors contributing to depressive symptoms among Chinese Americans. A juried paper presented at the Council on Social Work Education 54<sup>th</sup> Annual Program Meeting, Philadelphia, November 1.
- **Tsui, V.**, Leung, P., & Cheung, M. (2008). Factors contributing to depressive symptoms among Indian Americans. A juried paper presented at the First Asian & Pacific Islanders Summit on Global Social Work Education, In Conjunction with the 54<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Philadelphia, November 2.
- Cheung, M., Leung, P., Cheung, A., & **Tsui, V.** (2008). Vietnamese victims of partner abuse: Prevalence rates between 2001 and 2007. A juried paper presented at the International Association of Schools of Social Work (IASSW) 34<sup>th</sup> Global Social Work Congress, International Convention Center, Durban, South Africa, July 20-24.
- Cheung, M., Leung, P., & **Tsui, V.** & Cheung, A. (2008). Mental health needs among Vietnamese immigrants in the United States: Changes from 2001 to 2007. A juried paper presented at the International Association of Schools of Social Work (IASSW) 34<sup>th</sup>

Global Social Work Congress, International Convention Center, Durban, South Africa, July 20-24.

6. A copy of *Journals in Social Work and Related Disciplines: Manuscript Submission Information*, compiled by CWEP staff members, Patrick Leung, PhD and Monit Cheung, PhD is available to all GCSW faculty members and other BSW/MSW faculty members at various other universities upon request and is currently available at the CWEP website (See Appendix D-13.)
7. All staff members participated in the 2009 Texas Title IV-E Roundtable, where current and emerging needs (curriculum, administration and regulations, field education, employment and retention) associated with Title IV-E programs were discussed.
8. The CWEP Curriculum Planning and Development Committee met once and provided updates for CPS staff members and GCSW Faculty members, via emails throughout the year, on new curriculum developments (See meeting minutes in Appendix D-3.)
9. Twelve (12) meetings were held between CWEP and Region 6 CPS administrators to continue to provide for on going development of CWEP and to discuss emerging issues and challenges.
10. The GCSW/CWEP team met monthly to discuss program objectives and programs.
11. Five (5) CWEP students attended the BSD Core Curriculum in summer 2009. The CWEP students completed all core training required.
12. The Student Affairs Coordinator also acted as Field Instructor for three (3) of the BSD students this summer. This included six (6) weekly meetings with the students in their field setting at DFPS.
13. CWEP staff attended the two statewide meetings co-sponsored by CPS and the Universities. One was called by DFPS State office in November 2008 to update staff on contract issues and changes, and one was the statewide roundtable meetings in May 2009 to discuss statewide practices, issues and changes.
14. No LCSW and/or LMSW-AP Supervision was provided during this contract period as no requests were made by the agency.
15. CWEP staff continued to work closely with the GCSW Protective Services Training Institute to determine areas of effective collaboration in specific training programs.
16. The CWEP Student Affairs Coordinator continues to work with CPS on maintaining a developed database and assisting with the collection of student and statistical information to be shared between CWEP and CPS.

17. The Field Coordinator conducted three (3) meetings with DFPS staff to determine enhancement of support for staff that mentor and instruct CWEP students.

18. The Student Affairs Coordinator continued to recruit in Beaumont for potential MSW students.

19. The Field Coordinator monitored the DFPS field unit for the GCSW field education objectives. There were a total of sixteen (16) students in this unit. Eleven (11) non-employee students completed their concentration year field internships in the DFPS field unit this Spring 2009. This unit is continuing to be successful in giving insight into DFPS practice to future community practitioners who have verbalized a more positive view of DFPS.

20. Two (2) field committee meetings were conducted this contract year to problem-solve various field issues and continue positive understanding between DFPS and GCSW. (See Appendix C-2.)

21. The Field Coordinator attended and gave input as the CWEP representative as a member of the Field Advisory Committee. Six (6) meetings were held. The Field Coordinator also participated in 2 subcommittees for this group.

[22. The Field Coordinator rewrote the draft of protocol for both employee and nonemployee students.](#)

[23. The Field Coordinator worked throughout the fiscal year on the disproportionality committee and the outreach subcommittee to enhance the positive image of DFPS in the community.](#)

[24. The Field Coordinator worked closely with the DFPS training institute in the placement of GCSW students.](#)

**Goal B:** To provide and assist with training of prospective foster and adoptive parents and current foster/adopt parents, if requested by region. Training topics will be identified by DFPS.

1. A three-hour foster/adopt parent training module entitled "Aging out without Doubt" developed by CWEP in 2009 was pilot tested at Region 6 Headquarters with foster/adopt parents from the community. The training was well received. (See Aging out without Doubt foster care training in Educational Resources)
2. A three-hour foster/adopt parent training module entitled "Marriage Enhancement for Foster/Adopt Parents of Special Needs Children" developed by CWEP in 2009 was piloted in North Hills, California on March 28, 2009. The training was well received. (See "Marriage Enhancement for Foster/Adopt Parents of Special Needs Children" foster/adopt training in Educational Resources)

3. CWEP continues to develop foster/adopt-training materials in consultation with DFPS staff with a focus on needs identified by DFPS staff and foster/adopt parents.

**Goal C:** To assist DFPS with developing meaningful measures to assess student satisfaction with the training program.

1. CWEP staff reviewed the yearly CWEP evaluation report to determine appropriate service additions as well as necessary changes in ongoing activities (See Major Actions Related to FY08 CWEP Evaluation, p. 22-25).
2. The tenth annual evaluation report of the Child Welfare Education Project (CWEP) contains an evaluation of MSW students divided into two groups of CPS employees and non-CPS employees, CWEP graduates, CWEP staff members at UH-GCSW, DFPS (Texas Department of Family and Protective Services) administrators and field instructors. The purpose of the evaluation was to assess the effectiveness of the CWEP program in preparing students for CPS work. A total of 21 out of 24 current students (87.5%) participated in the survey. One student out of 25 current students exited the program, and an exit interview was conducted. All of the students accessed the survey instrument via the SurveyMonkey.com survey link. An introductory email about the survey was sent by the Director of CWEP. All interviews took place between April and June of 2009.

Various statistical and content analyses were conducted on the data from the two groups of CWEP students (CPS employees and non-CPS employees). The analyses provided valuable information that was used to describe the impact of the CWEP program from the view of the participants and to make recommendations for the CWEP program based on the aggregate findings.

The data suggest that students, non-completer, and DFPS field instructors were satisfied with the CWEP program and believed that the educational opportunity was beneficial. Reported strengths of the program included supportive CWEP staff, financial aid, employment, and the curriculum. Suggested improvements in the program were related to lack of flexibility, content in the curriculum, technological resources, scheduling conflicts, and contacts with CWEP staff. All CPS employees consulted with their student advisors. Non-CPS employees agreed that the CWEP program has helped increase their knowledge in child welfare. The primary reasons for graduates to stay at CPS were CWEP contract, benefits, flexibility, and belief in the mission, vision, and values of DFPS as motivating factors. The CWEP non-completer disliked the CPS repayment requirements. Field instructors reported skill development, client service, and agency efficiency as being beneficial to field instructors, students, and agencies with minimal observable challenges. In light of the strengths and weaknesses of CWEP, we would recommend that CWEP continue to implement the program as it was designed.

3. State Title IV-E Roundtable Evaluation Committee

Dr. Patrick Leung, Project Evaluator, continued as a co-chairperson for the Texas Title IV-E Roundtable Evaluation Committee in the State of Texas. During this past year, Dr. Leung completed an analysis of the impact of Title IV-E training on case outcomes in association with the characteristics and level of satisfaction of the workers. The findings suggest that (1) of all children who were victims of substantiated or indicated maltreatment, the number of children who had another incident within six months was lower for Title IV-E workers than for non-Title IV-E workers; (2) the number of children that were victims of abuse and/or neglect while in foster care was significantly lower for Title IV-E workers than for non-Title IV-E workers; (3) children who were assigned to Title IV-E workers had significantly fewer placements during a twelve month period than those assigned to non-Title IV-E workers; (4) the number of children who were reunified with their families in less than twelve months was significantly higher for Title IV-E workers than for non-Title IV-E workers; and (5) for cases in which reunification was not an option, the number of children who exited foster care to a finalized adoption in less than 24 months of being placed in foster care was higher for Title IV-E workers than for non-Title IV-E workers. Dr. Leung and the Evaluation Committee will complete the report in the fall of 2008.

#### 4. CWEP Evaluation Committee

Dr. Leung, in consultation with the members of the CWEP Evaluation Committee, reviewed the findings from the CWEP evaluations. Suggestions and comments were incorporated into the final report (See Appendix E).

**Goal D:** To assist DFPS with developing meaningful measures to assess employee satisfaction with the training program.

1. Several Continuing Education courses were offered in FY09 and evaluations are in the appendix (See Appendix D-5).
2. An analysis of the state-wide Title IV-E evaluation was completed and presented at the Roundtable Title IV-E Conference in New Braunfels, Texas on May 28-29, 2009.
4. State Title IV-E Roundtable Evaluation Committee

Dr. Patrick Leung, Project Evaluator, continued as a co-chairperson for the Texas Title IV-E Roundtable Evaluation Committee in the State of Texas. During this past year, Dr. Leung merged the DFPS data with the state-wide survey data in order to assess the characteristics of Title IV-E and non-Title IV-E workers in association with case outcomes. Dr. Leung completed several logistic regression analyses of the impact of Title IV-E training on case outcomes. The findings suggest that (1) of all children who were victims of substantiated or indicated maltreatment, the number of children who had another incident within six months was lower for Title IV-E workers than for non-Title IV-E workers; (2) the number of children that were victims of abuse and/or neglect while in foster care was significantly lower for Title IV-E workers than for non-Title IV-E workers;

(3) children who were assigned to Title IV-E workers had significantly fewer placements during a twelve month period than those assigned to non-Title IV-E workers; (4) the number of children who were reunified with their families in less than twelve months was significantly higher for Title IV-E workers than for non-Title IV-E workers; and (5) for cases in which reunification was not an option, the number of children who exited foster care to a finalized adoption in less than 24 months of being placed in foster care was higher for Title IV-E workers than for non-Title IV-E workers. Dr. Leung and the Evaluation Committee will complete the report in the fall of 2009.

5. The tenth annual evaluation report of the Child Welfare Education Project (CWEP) contains an evaluation of MSW students divided into two groups of CPS employees and non-CPS employees, CWEP graduates, CWEP staff members at UG-GCSW, DFPS (Texas Department of Family and Protective Services) administrators, and field instructors. The purpose of the evaluation was to assess the effectiveness of the CWEP program in preparing students for CPS work. A total of 21 out of 24 current students (87.5%) participated in the survey. One student out of 25 current students exited the program, and an exit interview was conducted. All of the students accessed the survey instrument via the SurveyMonkey.com survey link. An introductory email about the survey was sent by the Director of CWEP.

In terms of the Graduate Survey, a total of 37 out of 102 graduates (36.3%) participated in the survey; more than half of the graduates did not participate in the survey due to limited contact information or non-response. All graduates accessed the survey instrument via SurveyMonkey.com. Again, an introductory email about the survey was sent by the Director of CWEP. Interviews of both the CWEP students and the CWEP graduates were conducted between April 2009 and June 2009. Also, a total of seven out of seven CWEP staff members (100%) at UH-GCSW were interviewed. A total of five out of six DFPS administrators (83.33%) were interviewed. A total of seven out of nine field instructors (77.78%) were interviewed concerning the effectiveness of the CWEP program. All interviews took place between April and June of 2009.

Various statistical and content analyses were conducted on the data from the two groups of CWEP students (CPS employees and non-CPS employees). The analyses provided valuable information that was used to describe the impact of the CWEP program from the view of the participants and to make recommendations for the CWEP program based on the aggregate findings.

The data suggest that students, graduates, non-completer, staff, DFPS administrators and field instructors were satisfied with the CWEP program and believed that the educational opportunity was beneficial. Reported strengths of the program included supportive CWEP staff, financial aid, employment and the curriculum. Suggested improvements in the program were related to lack of flexibility, content in the curriculum, technological resources, scheduling conflicts, and contacts with CWEP staff. All CPS employees consulted with their student advisors. Non-CPS employees agreed that the CWEP program has helped increase their knowledge in child welfare. The primary reasons for graduates to stay at CPS were CWEP contract, benefits, flexibility, and belief in the mission, vision,

and values of DFPS as motivating factors. The CWEP non-completer disliked the CPS repayment requirements. CWEP staff supported the program's purpose and ideals. DFPS administrators conveyed having positive impressions about the program, its students and its quality or strengths in terms of its educational and employment purposes and in terms of agency relations. Field instructors reported skill development, client service, and agency efficiency as being beneficial to field instructors, students, and agencies with minimal observable challenges. In light of the strengths and weaknesses of CWEP, we would recommend that CWEP continue to implement the program as it was designed.

6. Dr. Leung, in consultation with the members of the CWEP Evaluation Committee, reviewed the findings from the CWEP evaluations. Suggestions and comments were incorporated into the final report (See Appendix E).

## **Major Outcomes FY2009**

As a result of the tasks and activities outlined on the preceding pages, the following results were obtained in FY2009.

- ✓ Nineteen (19) Region 6 CPS employees attended UH-GCSW in FY09 to obtain their MSW degrees.
- ✓ Five (5) new non-CPS students entered the Region 6 stipend program in FY09.
- ✓ Eight (8) students graduated and were available for employment at CPS in Region 6 or returned to full employment with their MSW credentials.
- ✓ A standardized process is used as a continuous effort in partnership with CPS for interviewing prospective CWEP applicants. The screening process ensures applicants are employable and understand the commitment they are making regarding employment in CPS. The process has resulted in eight students declining the stipend. Six additional students' applications were denied because two did not pass the ABLE test and one as a result of the interview process. One did not pass the background check, one was not accepted into the GCSW MSW program, and one was nonemployable by CPS because of visa status – foreign student.
- ✓ The CWEP website has been maintained and updated, and is available to faculty, staff, students and other state and national agencies interested in Title IV-E programs.
- ✓ \$190,500 in stipends was awarded in the three semesters of FY09 to twenty-four (24) students in Region 6.
- ✓ The CWEP Library has added fifty-seven (57) books for a total of three hundred fifty-nine (359) books, enlarging the number of resource books related to child welfare functions available to GCSW faculty, staff, and students.
- ✓ Discussions continued with Region 6 foster/adopt staff about foster/adopt training needs with topics being developed for preparation of trainings in the year ahead.

- ✓ The three-hour foster/adopt parent training model, entitled “Aging out without Doubt” developed by CWEP in 2009, was presented at Region 6 Headquarters on March 16, 2009.
- ✓ The 3 hour foster/adopt parent training model entitled “Marriage Enhancement for Foster/Adopt Parents of Special Needs Children” developed by CWEP in 2009 was presented in North Hills, California on March 28, 2009.
- ✓ A preliminary analysis of the state-wide Title IV-E evaluation was completed and presented at the Roundtable Title IV-E Conference in New Braunfels, Texas, on May 28-29, 2009.
- ✓ A total of forty-nine (49) applicants were recruited for fiscal year 2009 to participate in the Title IV-E stipend program and twenty-five (25) students were selected for a stipend and were awarded a total of sixty-five (65) units during the fiscal year.

## **Major Actions Related to FY08 CWEP Evaluation**

### **Recommendation:**

1. It is recommended that the CWEP administrators continue to make recommendations to DFPS to re-evaluate the stipend annually, so it is comparable to tuition and cost-of-living increases.

**Action: CWEP Director Mr. Joe Papick has discussed stipend increases with DFPS administrators, who have been supportive of the proposed increases. However, no increases have been included in fiscal year 2010 as the population rate that is used to draw down federal dollars has decreased and the demand for stipends has increased. As a result, the stipend amount has remained the same so that more stipends could be available to meet the need. A stipend increase will be explored for fiscal year 2011.**

### **Recommendation:**

2. A major issue raised by students currently employed by CPS was that newly hired MSW graduates would make more money upon graduation than they would, despite equal educational attainment. DFPS should reward current CPS employees who have obtained an MSW degree and look at how soon CWEP employees are promoted.

**Action: As this recommendation requires legislative action, no immediate solution to this problem can be proposed from CWEP. CWEP staff will continue to bring this issue to the attention of DFPS administrators who have been sensitive to this issue.**

### **Recommendation:**

3. It is recommended that CWEP administrators inform all students of the CPS pay scales at the signing of the contract with CWEP in order to allow students to make informed decisions regarding CPS employment.

**Action: CWEP administrators provide all CPS nonemployee students with information on the current Children’s Protective Services pay scale at the time of application to the program.**

**Recommendation:**

4. It is recommended that CWEP staff explore the possibility with GCSW to have a flexible curriculum with more evening classes and field work placement options to better fit the CWEP student schedules.

**Action: The Principal Investigator of CWEP, Dr. Monit Cheung, has addressed this issue at several GCSW and CWEP Curriculum Committee meetings. Currently, there is no guarantee that weekend/evening placement options can be provided for any GCSW students, but continuous effort have been made to locate placement options for the flex time students. Although not all courses can be offered in the evening, evening and flex-time classes have been added to accommodate students’ requests – 11 in Fall 2008; 2 in Winter Break 2009; 14 in Spring 2009; 14 in Fall 2009.**

**Recommendation:**

5. One key issue that was raised by CWEP graduates was professional development. It is recommended that DFPS organize more professional development workshops and continuing education opportunities for employees in order to keep the turnover rate at a minimum.

**Action: CWEP is offering continuing education opportunities to all DFPS-CPS staff in an effort to strengthen professional development workshops available to staff and to improve opportunities for staff to view the organization as a learning environment and thus would want to continue employment. In addition, CWEP has published many child welfare resources on its website and announced the web address to both CWEP students and CPS employees. These resources have been updated periodically and will be announced through the Title IV-E Listserv and the staff connection with DFPS-CPS.**

**Recommendation:**

6. Another key issue raised by CPS Field Instructors was regarding the challenges of supervising students. It is recommended that CWEP examine these challenges in order to facilitate the field experience of CWEP students.

**Action: CWEP will be piloting a program in the fall semester that employs an offsite field instructor to instruct both employee and nonemployee students, thereby alleviating some of the added challenges that are inherent in field instruction. CWEP staff will be reviewing various ways that MSWs within the department can contribute to the support of both the offsite field instructor and the students.**

**Recommendation:**

7. The demographic information shows that none of the 18 student respondents was Hispanic. It is recommended that the recruitment of Hispanic students be targeted in future years as many of the clients in CPS are Hispanic.

**Action: During fiscal year 2009 there were nine Hispanic stipend applicants. Four out of the nine Hispanic applicants were awarded a stipend.**

**Recommendation:**

8. In the past year, none of the CWEP students used the LEO (Learning Enhancement Opportunity) services. It is recommended that CWEP actively promote the LEO program to current students this upcoming year so that the resources will be fully utilized.

**Action: In the fall of 2008, CWEP appointed Corrine Walijarvi, a doctoral student at GCSW, as the LEO Mentor. The LEO Mentor program was promoted in the October 2008, the November 2008, the February 2009 and the April 2009 issues of the *CWEP Newslines*. In addition, the LEO Mentor was invited to talk with students at the CWEP Town Hall Meeting on March 13, 2009. As a result of these promotional efforts, six students contacted the LEO Mentor via email and in person to seek advice regarding academic issues. The LEO Mentor provided guidance to students in the following areas: organizing papers, providing proper references and citations, improving clarity of writing, and strengthening conclusions presented in papers.**

## University of Houston Graduate College of Social Work

### Milestones of Child Welfare Education Project (CWEP): 1999-2008

#### 1999 – Beginning Stage

The University of Houston Title IV-E Child Welfare Education Project (CWEP) began in January of 1999.

- During that first year, the work team conducted extensive assessments to evaluate the child welfare education needs of CWEP students in the MSW program at UH Graduate College of Social Work (GCSW).
- Since that time, evaluative studies regarding UH-GCSW curriculum has continued, resulting in adjustments to the CWEP program to ensure quality services.

#### 1999 – Curriculum Development

One new course was created, and at least three (3) courses have been sponsored by CWEP yearly.

- SOCW 7398: Professional Development: A Life Issues Examination Project, and was offered as an independent study especially for CWEP students.
- The following courses have been sponsored by CWEP: SOCW 7344 - Family Violence; SOCW 7346 - Social Work Practice with Families in Transition; SOCW 7348 - Critical Issues Affecting Children and Families; SOCW 7340 - Social Work Practice with Children and Families; SOCW 7301 - Psychodynamic Theories and Psychopathology; SOCW 7351 - Supervision and Consultation in Social Welfare Organizations.
- In 2000, the course “Professional Development” was changed to “Self Examination of Life Foundations (SELF), and was offered as an elective course.
- CWEP Symposium was delivered to fill the curricular gaps.

#### 1999 – Child Welfare Resource Development

Since 1999, CWEP has provided faculty and students with child welfare resources, which include the following:

- The CWEP Child Welfare Resource Library, which was started in 1999 and has steadily grown to a total of three hundred seventy-eight (378) child welfare items.
- The CWEP Resource Guide, which is a compilation of periodicals, journals, and other resources related to child welfare.

#### 2000 – Creation of *NewsLine*

In 2000, CWEP began the *NewsLine* periodical to report current child welfare issues and CWEP activities. Five (5) issues of *NewsLine* have been published and distributed to students, faculty and DFPS quarterly.

#### 2001 – LEO Mentorship Program

A formal mentorship program in named “LEO” or “Learning Enhancement Opportunities” was established in 2001.

### **2001 – Interviewing Process**

In 2001, CWEP began a new process of interviewing prospective applicants to insure they understand CPS work prior to making a commitment to receive a stipend.

- To date, this process has helped students screen themselves out of stipend consideration, and has led to some students being denied based on suitability.
- The interviewing process is analyzed and improved every year to help ensure the best stipend candidates.

### **2002 – CWEP Website**

In 2002, CWEP established the CWEP website, which is available for faculty, staff, students, and other state and national agencies interested in locating resources to support IV-E programs.

### **2002 – Corpus Christi MSW Program**

In 2002, CWEP began a successful distance education program in Corpus Christi, TX. This program resulted in 19 new MSW graduates for CPS in Corpus Christi in 2006.

### **2002 – Statewide IV-E Listserv**

A statewide listserv for CWEP programs was created by the UH-GCSW CWEP in 2002.

### **2003 – Student Database**

A database of information on CWEP students was established in 2003.

### **2003 – Trainer Position**

In 2003, CWEP created a trainer position at CPS to strengthen the support for CWEP students and to support the on-going training efforts at DFPS.

- The trainer position was lost in FY 07 due to federal budget changes.

### **2004 – CWEP Website Enhancement**

Journals list and stipend/payback matrix were posted and continuously updated to draw IV-E faculty’s interest in contributing to the child welfare literature and stipend data collection.

### **2005 – Database Survey**

A nationwide IV-E database survey was conducted to collect information to improve student database. Subsequently, a self-assessment instrument was created, tested and used for training purposes.

### **2005 – Statewide IV-E Evaluation**

In 2005, a preliminary analysis of the outcomes of statewide Title IV-E was completed and presented at the Roundtable Title IV-E Conference in San Marcos, TX.

- Subsequent analyses have also been completed and presented at recent Title IV-E Conferences.
- This evaluation effort has inspired an analysis of the outcomes of Title IV-E programs nationwide.

#### **2006 – CWEP Video Library and Resources**

In an effort to consolidate child welfare videos for teaching and training purposes, CWEP Video Library was established.

- A video resource guide was also completed through national contributions via the IV-E Listserv. Since then, both Library and video lists have been updated annually.
- Other literature and resources including *NewsLine* are posted for faculty, practitioners and students.

#### **2007 – Foster/Adopt Training**

CWEP is expanding into foster/adopt training activities and continuing education for CPS employees.

- In 2007, a required four (4) hour **Behavioral Intervention** Foster/Adopt Parent Training was completed and piloted at CPS Region 6 Headquarters in Houston.
- In 2008, a second foster/adopt parent training entitled **Attachment and Grief** was completed and piloted in the same location.

#### **2008 – Foster/Adopt Training**

A second foster/adopt parent training entitled **Attachment and Grief** was completed and piloted at CPS Region 6 Headquarters in Houston and attended by sixty-five (65) foster/adopt parents.

#### **2009 – Foster/Adopt Training**

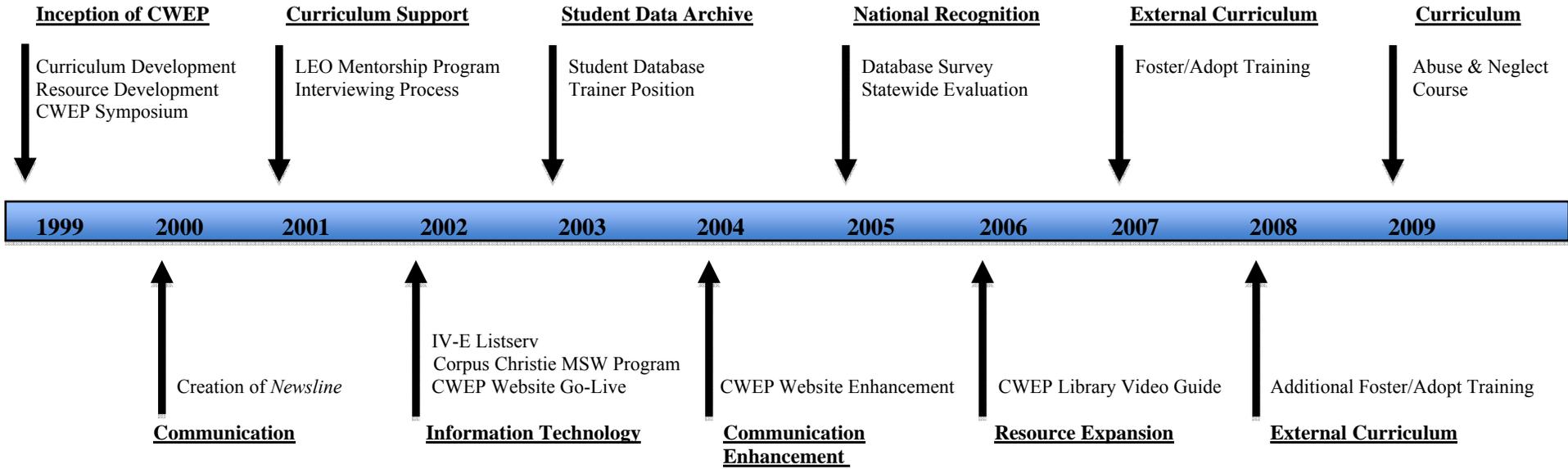
In 2008, two 3-hour foster/adopt parent trainings were completed and piloted.

- **Aging Out Without Doubt** was piloted at CPS Region 6 Headquarters in Houston and attended by seventeen (17) foster/adopt parents.
- **Marriage Enhancement for Foster/adopt Parents of Special Needs Children** was piloted in a private adoption agency in California and attended by six (6) foster/adopt parents.

#### **2009 – Creation of Child Abuse & Neglect Course**

A CWEP required course uniquely designed to combine HBSE competencies and practice modalities was initiated in the summer of 2009 and had five (5) CWEP students in this first class.

### CWEP Milestones 1999-2009



# **Contract Goals and Service Provision, Outputs and Outcomes FY2010**

**(July 1, 2009 – June 30, 2010)**

## **Contract Goals and Service Provisions**

### **Goals**

The University of Houston through its Graduate College of Social Work (GCSW) through its Child Welfare Education Project (CWEP) will assist Child Protective Services (CPS) of the Department of Family and Protective Services (DFPS) to meet the Title IV-E training goals for FY 2010 as defined under each specific goal identified in this Plan of Operation.

#### **1. Faculty and Curriculum Development**

- a. To offer an advanced education and training program, that will include course work and field practicum necessary for completion of degree requirements. The course work should address professional competencies required for work in the child foster care system within the Department.
  - Support the University's Child Welfare Education Project (CWEP) sponsorship of classes where infusion of child welfare content is achieved through teaching courses by experienced faculty with child welfare expertise and the use of CWEP staff members and faculty as course instructors, facilitators and co-presenters.
  - Develop and deliver child welfare and related courses within the MSW curriculum.
  - Update and distribute CWEP/GCSW Faculty Resource Guide containing current information on child welfare associated agencies and organizations.
  - Continue to develop and distribute a child welfare case book in the area of clinical practice with abused/neglected children and children in substitute care.
  
- b. To enhance the BSW/MSW curriculum by infusing child welfare content. Training must be focused on enhancing caseworker skills necessary for administering the foster care program as required by 45 CFR 1356.60 (c)(2): referral to services, preparation for and participation in judicial determinations, placement of the child, development of the case plan, case reviews, and case management and supervision. The curriculum will incorporate training topics in accordance with the Department Title IV-B State plan as required by 45 CFR 1356.60 (b)(ii)(2).
  - Maintain faculty members to serve as members of the Curriculum Planning and Development Committee.
  - Distribute issues of CWEP NewsLine, which contain information on topics related to case management, case planning, permanency planning, child well-being and safety, court preparation, and other appropriate child welfare related

- materials, to all full-time and adjunct GCSW faculty as their teaching resources.
- Maintain CWEP staff/faculty expertise profiles on the CWEP website and encourage GCSW faculty to invite CWEP staff/faculty to be guest speakers in classes.
  - Develop a plan to identify key curriculum components to establish a child welfare certificate in the MSW program.
  - Invite GCSW faculty and adjunct faculty to attend the CWEP symposia that focus on various knowledge areas in child welfare and child protection.
  - Compile a list of child welfare journal titles for faculty reference in order to enhance the use of periodical materials that incorporate child welfare materials or examples for both teaching and scholarship activities.
  - Inform faculty members of CWEP staff members and guest speakers who can infuse/include child welfare contents into their courses.
  - Maintain a video library catalog of child welfare resources for faculty's use in teaching.
  - To identify and disseminate state-of-the-art child welfare curriculum materials through publications, professional conferences, discussions, and informational exchange.
  - Collect and update literature that is evidence-based and practice-based with close relationships and relevance to child welfare education.
  - Provide annotated bibliographies in child welfare topics via the CWEP website to help faculty and students study newest issues in practice.
  - Maintain a Regional Title IV-E Listserv to encourage discussions of current issues and trends in public child welfare.
- c. To develop curriculum for the training of prospective and current foster/adopt parents and prospective adoptive parents, if requested by region.
- Collect existing training materials to support discussions with Region 6 Administrative Staff regarding their needs for foster and adoptive training.
  - Collect data from CPS staff and foster/adoptive parents to plan training modules.
  - Collect inputs from the Regional Title IV-E Roundtables to develop curriculum contents in the areas that have been proven to impact foster and adoptive parents.
  - Meet and consult with CWEP Curriculum Committee members on a regular basis to identify educational needs in child welfare, especially in the areas of foster/adoptive care.

## **2. Student Education**

- a. To create opportunities for current DFPS staff to extend their professional social work education by completing BSW and /or MSW degrees.
- Through the CWEP program provide MSW education to current DFPS staff in the Houston and Beaumont regions (Regions 6 and 5), as appropriate.
  - Provide input to GCSW regarding the development of a child and family curriculum that could better serve CPS employees.

- b. To develop a pool of trained professional social workers with BSW degrees and/or MSW degrees who are qualified and prepared for employment in Title IV-E eligible Child Protective Services positions.
- Advise students regarding course selection in order to enhance child welfare knowledge and skills.
  - Provide faculty/staff input in student's degree planning.
  - Meet with students at least once a semester to address their educational needs and to provide academic advisement regarding course and field work planning.
  - Develop and facilitate symposia, which address relevant child welfare issues related to case management, case planning, permanency planning, child well-being and safety, and court preparation.
  - Distribute issues of CWEP NewsLine, which contain information on topics related to case management, case planning, permanency planning, child well-being and safety, court preparation and other appropriate child welfare related material, to all CWEP students.
  - Offer Child Abuse & Neglect as a required CWEP course to provide child welfare knowledge and skill-based content to all CWEP students.
  - Continue to offer the Self Examination of Life Foundations (SELF) course which focuses on the integration of self/professional development as an on-going elective for CWEP students.
  - Continue to develop and oversee sound field placement opportunities for CWEP students in order to increase knowledge and skills in the areas of case management, case planning, permanency planning, child well-being and safety, and court preparation.
  - Continue to build relationships between the GCSW and CPS hiring authority.
  - Have CWEP staff support DFPS staff with at least one class of CPS basic skills training as measured by participation in the process and the number of students attending the class.
  - Upon request from DFPS, offer LCSW and/or LMSW-AP supervision by CWEP staff to CPS employees as measured by registrations and completion of supervision.
- c. To provide opportunities for DFPS staff to acquire formal training through extension courses and continuing education that result in enhanced skills in the area of foster care and adoption assistance.
- Promote and offer the continuing education courses that are offered by the University of Houston-GCSW to all DFPS staff to enhance skills in foster care and adoption assistance.
  - Encourage DFPS staff to provide feedback as to the usefulness of the courses in enhancing their skill in foster care and adoption assistance.
- d. To build the knowledge, skill, and professional competencies of future leaders of DFPS, the single state agency for Title IV-E.
- Support the continued use of CWEP faculty and staff members to facilitate

GCSW classes, which will enhance student learning of issues related to child welfare including foster care and adoption services.

- Invite members of the GCSW student body to attend symposia relevant to child welfare issues through invitations to class instructors.

### **3. Partnership Activities**

- a. To enhance the professional partnership between the University and Child Protective Services (CPS) staff by increasing the awareness of the Title IV-E training program in both the University and CPS communities.
  - Offer child welfare symposia at CPS offices that will be publicized through CPS and the GCSW.
  - Recruit field instructors and preceptors for the CWEP program at CPS and other relevant child and family agencies.
  - Enhance the understanding of the MSW curriculum by providing information meetings to DFPS staff and management as it relates to the student's job functions and the overall impact on the unit.
  - Continue to develop and enhance the recruitment efforts for field agencies and instructors in the Beaumont region.
  - Upon request from DFPS, participate in CPS basic skills training classes with DFPS trainers during the summer semester.
  - Maintain CPS and GCSW representatives on CWEP committees (Curriculum, Field, Student Selection, Evaluations, and Administrative).
  - Provide a Licensed Clinical Social Worker (LCSW) and an Advanced Practitioner (AP) preparation program in the Houston area as requested. This course is currently part of the continuum of training offered under the Title IV-E program to DFPS employees with MSW degrees. It aims to enhance the competence and ability of the DFPS employees to administer the Title IV-E state plan. In particular, it improves the employees' ability in the following activities: referral to services, placement of the child, development of the case plan, and case management and supervision.
  - Continue to work closely with the DFPS Protective Services Training Institute to determine areas of effective collaboration.
  - Continue regular collaborative meetings of CWEP, CPS administrators, and DFPS contract staff to assess program effectiveness and identify emerging issues.
  - Participate in yearly Title IV-E meetings as scheduled in Texas and at DFPS offices regarding statewide issues of concern to the stipend programs.
  
- b. To provide and assist with training of prospective foster and adoptive parents and current foster/adopt parents, if requested by region. Training topics will be identified by DFPS.
  - Continue to work with DFPS staff and foster/adoptive parents to identify training modules. Suggested topic areas will be updated yearly.
  - Upon request from DFPS, the University of Houston will serve as a monitor of a

stakeholders' meeting conducted one time per year.

- c. To assist DFPS with developing meaningful measures to assess student satisfaction with the training program.
  - Review the yearly CWEP evaluation report to determine appropriate service additions as well as necessary changes in ongoing activities.
  - Participate in the Texas Title IV-E Evaluation Committee meetings and design measures regarding statewide evaluation issues.
- d. To assist DFPS with developing meaningful measures to assess employee satisfaction with the training program.
  - Review the yearly CWEP evaluation report to determine appropriate service additions as well as necessary changes in ongoing activities.
  - Participate in the Texas Title IV-E Evaluation Committee meetings and design measures regarding statewide evaluation issues.

### **C. Outputs**

Joe Papick, Project Director, will be responsible, with the staff of CWEP, for the delivery of the following outputs for the contract year:

#### **1. Faculty and Curriculum Development**

- a. The University will develop curriculum for training topics that are in accordance with Title IV-E allowable topics and the Department's Title IV-B State plan.
  - Up to three (3) classes specific to the goals of the CWEP program will be sponsored through the contract as measured by classes listed in the official university class schedule and budget line items.
  - One symposium will be held at a DFPS office for CWEP students and CPS staff, as well as faculty and other students within the GCSW, as measured by sign-in sheets. The effectiveness of the symposium will be measured by the results of the evaluations completed by the participants.
  - Two Child Abuse & Neglect courses with up to forty (40) students will be delivered in the academic year as measured by registrations.
  - One Self Examination of Life Foundations (SELF) course with up to eight (8) students will be completed as measured by registrations.
  - Students in field placement will be assigned to appropriate field courses that reflect their career goals in child welfare as measured by field evaluation reports. The needs of DFPS will also be assessed when placing a student in field placement.
  - Meet with students prior to field placements to ensure their understanding of the field process.
  - Up to four (4) Integrative Seminar meetings will be held with all CWEP students

- in field placements at CPS to assist students in processing field issues.
  - At least one (1) CWEP representative will attend scheduled Field Advisory Committee meetings.
- b. The University, in coordination with DFPS staff, will update curriculum to reflect current best practices in foster care and adoption trends (i.e., cultural competencies and cultural sensitivity/diversity).
- The CWEP Curriculum Committee composed of CWEP staff and CPS employees will meet in both the fall and spring semesters and will assist in developing topics and implementing a child welfare course as measured by actual class presentations during the contract year.
  - A list with at least one hundred (100) child welfare and related journals with web addresses will be distributed electronically to GCSW faculty for child welfare content infusion. This list will be revised periodically and distributed to Regional Title IV-E partners for teaching and presentation references.
  - At least two (2) child welfare publications will be produced annually by CWEP faculty to disseminate evidence-based information to both students and the CPS community.
  - Maintain the CWEP website to provide child welfare educational materials for students, faculty, and practitioners in the program, as well as colleagues in the nation.
- c. The University will identify the sources utilized to gather “best practices” in foster care and adoption trends for the achievement of output b, above.
- A CWEP library will be maintained and updated to include best practice literature and video materials in child welfare, especially in the areas of foster care and adoption.
  - The University will maintain books and periodicals that are related to foster care and adoption for students, practitioners and faculty use.
  - A CWEP website with practice information, child welfare resources and bibliographies will be maintained and updated periodically.

## **2. Student Education**

- a. The University will conduct informational sessions, as required in the Plan of Operation, regarding the stipend program to DFPS staff and prospective stipend students.
- Hold at least one (1) informational session at a DFPS office for DFPS staff in Houston and outlying cities in Region 6, and provide informational sessions for CPS staff in the Beaumont region, as appropriate.
  - Hold at least one (1) follow-up informational seminar at a DFPS office for DFPS staff in Houston and outlying cities in Region 6, as appropriate.
  - Hold at least one (1) Town Hall Meeting for students to foster continued

relationships between students, CWEP staff, and CPS administrators.

- Provide information for or attend scheduled GCSW informational sessions for prospective students, as well as GCSW Agency Marketplace and graduate fairs at other colleges and universities, in order to promote careers in Children's Protective Services, as appropriate.
  - Attend the GCSW's field meetings, at the request of the Field Director, to promote the CWEP program.
  - Based on the region's need for staff and its turnover rate, the CPS regional director will determine the number of stipends to be awarded each year.
  - Selection of the stipend candidate will be conducted through the stipend selection committee composed of University GCSW and CPS regional staff will select stipend recipients. The stipend selection process will follow the regions processes. Acceptance into the stipend program will be approved or disapproved by the CPS Regional Director.
  - Attend at least one (1) BSD class per month at CPS to inform new CPS staff about CWEP.
  - Attend scheduled meetings at DFPS office to keep CPS staff informed of CWEP program.
  - Continue an ongoing review of field instruction models within DFPS placement sites to enhance competency development in CWEP students.
  - Explore various avenues of utilizing current MSWs in DFPS for field instruction, mentoring, and retention.
- b. The University will make available, during the year, the number of training sessions specified in the yearly Plan of Operation for DFPS staff to attend that will enhance their skills in the area of foster care and adoption assistance.
- Promote the available continuing education courses offered by the University of Houston-GCSW by sending informational flyers to the DFPS administration for distribution to CPS staff via Outlook broadcasts in the fall and spring semesters.
  - Conduct at least two (2) continuing education courses for CPS staff at a University site or at a CPS office location. Provide room for up to fifty (50) CPS staff. A standard evaluation form that contains both quantitative and qualitative questions will be used. The Continuing Education Director will share the information with the instructors and will also provide the information to the CPS Contract Manager.

### **3. Partnership Activities**

- a. Throughout the contract year, the University shall collaborate with DFPS staff regarding the ongoing design and refinement of the training program.
- Participation by CPS staff on CWEP committees will be measured by attendance documented through committee minutes.
  - Up to ten (10) Administrative team meetings between CWEP and CPS administrators will be held in the contract year to facilitate problem solving as

- measured by attendance of participants.
- Field committee meetings will be held up to four (4) times per contract year, while Curriculum committee meetings will be held at least two (2) times per contract year. Both committees meet to facilitate problem solving. These committees will be composed of both CWEP staff and CPS supervisory staff.
  - The student affairs coordinator will conduct up to ten (10) informational meetings with individual CPS units regarding the CWEP program at CPS.
- b. The University will provide and assist CPS staff with prospective and current foster/adopt parent and prospective adoptive parent training sessions as specified in the Plan of Operation, with the curriculum developed in cooperation with CPS staff. The number of training sessions should be in accordance with the number of sessions specified in the yearly Plan of Operation.
- CWEP will provide training for staff who will deliver newly designed curriculum modules to foster/adoptive parents in order to enhance curriculum delivery. A standard evaluation form that contains both quantitative and qualitative questions will be used and will provide the information to the CPS Contract Manager. Upon request from DFPS, CWEP will begin to address potential additional areas of the foster/adoptive parent training curriculum as identified through interaction with DFPS staff.
- c. An annual report covering the contract year will be provided to the DFPS Contract Manager within ninety (90) days of the end of the contract year. The report will include the University's assessment of the accomplishment of goals and outcomes specified under *Faculty and Curriculum Development, Student Education, and Partnership Activities*. Four printed copies of the report should be submitted to the DFPS Contract Manager.
- Provide a yearly report including a curriculum development report on curricular activities and an evaluation report utilizing data from appropriate participants (students, field instructors, DFPS administrative staff, and CWEP staff) regarding the functioning of the CWEP program. This report will be delivered to DFPS contract staff within ninety (90) days of the end of the contract year. The Project Director with other CWEP staff will prepare the yearly report.
  - Develop strategies for addressing issues raised in the evaluation report through joint committee and administrative meetings of CWEP and CPS staff.
- d. The University will provide the DFPS Contract Manager, in prescribed format, a list of stipend student participants each semester: due no later than September 30, February 28, and June 30.
- Deliver to DFPS contract staff updated lists of student stipends to be awarded for the fall semester, as soon as the data are available.
  - Submit updated CWEP Student Stipend Tracking Charts to the DFPS contract staff by the following due dates: 1) June 30 for the summer semester; 2)

September 30 for the fall semester; and 3) by February 28 for spring semester and for the annual report. The Stipend/Contract Coordinator will be responsible for this submission.

- Stipends will continue to be awarded by the University on an expedited basis to avoid payment delays for students.
  - CWEP program changes will be made in response to the yearly evaluation plan as measured by recommendations in the evaluation report. This report will be delivered to DFPS contract staff by September 30<sup>th</sup> of each year.
- e. The University will provide DFPS Contract Manager in prescribed format a list of stipend student participants who are graduating each semester: due no later than June 30, October 31, and March 31, to cover graduation periods/cycle.
- f. The University will provide DFPS Contract Manager in prescribed format a list of stipend student participants who elected to discontinue their participation in the training program: no later than ten (10) days after notification to the University.

#### **4. Evaluation Tools**

- a. The University will develop course evaluations for extension courses and continuing education courses that will assess whether DFPS staff agrees that the completed training will enhance their job skills and/or knowledge in the delivery of foster and adoptive services.
- A current standard evaluation form that contains both quantitative and qualitative questions will be used. The Continuing Education Director will share the collected evaluation information with the instructors and will also provide the information in the CWEP annual report. The evaluations are completed at the end of each continuing education course.
- b. The University will develop training evaluations for the training of foster and/or adoptive parents that will assess whether the parents agree that the completed training will enhance their parenting skills or their ability to meet the special needs of children in foster care.
- Effective implementation of the training of trainers for foster/adoptive parents will be evaluated by use of a current standard evaluation form that contains both quantitative and qualitative questions. The results of this evaluation will be included in the annual report.

### **D. Outcomes**

#### **1. Faculty and Curriculum Development**

University courses for the Title IV-E Training Program will increase a CPS worker or prospective CPS worker's skill in the following areas: referral to services, preparation for and participation in judicial determinations, placement of the child, development of the case plan, case reviews, case management and supervision, and recruitment and licensing of foster homes and institutions in accordance with 45CFR 1356.60 (b)(2).

## 2. Student Education

- a. Recruit up to thirty-five (35) students to participate in the Title IV-E stipend program.
- b. Establish, in cooperation with the Department, an appropriate method to evaluate future student and employee satisfaction with the stipend program.
- c. There are expected to be up to a total of twenty-nine (29) MSW stipend students. These twenty-nine (29) stipend students will receive a total of seventy-three (73) units (stipends) during the FY2010 contract year. The students will receive stipends for fall, spring, and summer. Some of the students will receive stipends for one semester, some for two semesters, and most for three semesters. Of the twenty-nine (29) students, up to a total of seven (7) full time stipends are expected to be awarded and twenty-two (22) part-time stipends are expected to be awarded. Of the seven (7) full time stipends, five (5) stipends are for returning students with up to two (2) new stipends expected to be awarded. Of the twenty-two (22) part-time stipends, thirteen (13) stipends are for returning students with up to nine (9) new stipends expected to be awarded. CWEP stipend students are eligible for one (1) stipend/unit per semester for up to three (3) semesters per year. For the twenty-nine (29) students up to sixteen (16) units of stipends will be awarded to the seven (7) full time students and up to fifty-seven (57) units of stipends to twenty-two (22) part time students.

## 3. Partnership Activities

- a. Deliver up to two (2) training workshops for DFPS staff. The University of Houston will provide training to up to fifty (50) CPS Staff. For extension courses and continuing education courses attended by DFPS (CPS) staff, at least ninety percent (90%) of the course evaluations completed by DFPS staff will indicate that the training enhanced their job skills or knowledge in the delivery of foster and adoptive services. Summary results are to be provided to the DFPS Contract Manager within thirty (30) days following the conclusion of the course.
- b. Upon request by DFPS, deliver one (1) training workshop for trainers who will deliver the newly designed curriculum modules to foster/adoptive parents. The University of Houston will provide training to up to fifty (50) foster/adoptive parents. For training of foster/ adoptive parents at least ninety percent (90%) of the training evaluations completed by the parents will indicate the training enhanced their skill or their ability to meet the special needs of children in foster care. A standard evaluation form that contains both quantitative and qualitative questions will be used. Summary

results are to be provided to the DFPS Contract Manager within thirty (30) days following the conclusion of the course.

**CWEP  
Child Welfare Education Project  
Annual Report FY 09**

**Appendices**

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**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix A: CWEP Stipend Fiscal Year Summary**

**CWEP STIPEND FISCAL YEAR SUMMARY  
HOUSTON - GCSW UH**

**FY09**

**MSW (CWEP) Graduates in FY09: 8**

<b>Semester</b>	<b>Full Time Students</b>	<b>Part Time Non CPS</b>	<b>Part Time CPS</b>	<b>Total Students</b>	<b>Total Dollars</b>
<b>Fall 2008</b>	<b>6</b> <b>\$21,000</b>	<b>1</b> <b>\$2,500</b>	<b>17</b> <b>\$55,000</b>	<b>24</b>	<b>\$78,500</b>
<b>Spring 2009</b>	<b>7</b> <b>\$24,500</b>	<b>5</b> <b>\$5,000</b>	<b>14</b> <b>\$35,000</b>	<b>23</b>	<b>\$64,500</b>
<b>Summer 2009</b>	<b>5</b> <b>\$17,500</b>	<b>2</b> <b>\$5,000</b>	<b>10</b> <b>\$25,000</b>	<b>17</b>	<b>\$47,500</b>
<b>Total FY09 Stipend Dollars</b>	<b>\$63,000</b>	<b>\$12500</b>	<b>\$115,000</b>		<b>\$190,500</b>

Updated: July 6, 2009

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix B: Stipend Contract Agreement**

**CHILD WELFARE EDUCATION PROJECT  
(CWEP)  
STIPEND CONTRACT AGREEMENT**

**University of Houston  
Graduate College of Social Work  
2009**

**Principal Investigator: Monit Cheung (mcheung@uh.edu)  
Director: Joe Papick (jpapick@uh.edu)  
CWEP Student Affairs Coordinator: Brunessia Wilson (bwilson3@uh.edu)  
Field Education Coordinator: Kathy Clark (klclark@uh.edu)  
Curriculum Coordinator: Patricia Taylor (ptaylor2@uh.edu)**



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## **PART I: ACADEMIC GUIDELINES**

## **Academic Requirements**

### **Introduction**

Child Welfare Education Project (CWEP) is the Title IV-E Educational Project housed in the University of Houston Graduate College of Social Work (GCSW). CWEP is a partnership with the Department of Family and Protective Services (DFPS) Children's Protective Services (CPS) that targets graduate students for a specialized Master of Social Work (MSW) education in children and families with the goal of employment in the state CPS. Eligible CWEP students must apply and be formally admitted into the GCSW-MSW Program, meet all curricular and graduation requirements, and complete their MSW degree at the GCSW within the allowable time frame. Additional CWEP requirements are outlined in this Handbook and the CWEP Advising Guide. The Advising Guide, which has been approved by the GCSW Faculty to help students in planning their coursework, is included in this Handbook and can be also found on the GCSW-CWEP web page ([www.uh.edu/ocp/cwep.htm](http://www.uh.edu/ocp/cwep.htm)).

### **Academic Requirements**

- 1.01 CWEP students are required to take Child Abuse and Neglect
- 1.02 Field Education Requirements
  - a. For all CWEP students, Field Practica I and II placements are to be arranged in agencies outside of CPS and must be related to work with children and families.
  - b. CWEP students who are not currently employed by CPS ("Non-CPS Students") will complete Field Practica III and IV as a block placement. This represents a total of 720

clock hours in a single semester.

- c. CPS employees will complete their concentration field placement with one of the following arrangements:
  - i. Transfer into a new position within CPS for a block placement of 720 clock hours (Field Practica III & IV); or
  - ii. Create a concurrent field placement of at least 720 clock hours (Field Practica III & IV) within CPS but outside of their current position.

### 1.03 CPS Required Education for CWEP Students

CPS Required Education (CPS-RE) (also known as Basic Skills Development (BSD) within CPS) is the state required educational component for all CPS employees. CWEP students who are CPS employees have already met this requirement. CWEP students who are not currently CPS employees must complete CPS-RE during the summer prior to enrolling in the concentration year field practicum. CPS-RE consists of eight weeks of specialized coursework and experiential assignments in CPS policies, practice, and procedures. Students are required to attend CPS-RE Monday through Friday from 8:00 a.m. to 5:00 p.m.

- a. CWEP students who are not currently employed by CPS must complete Field Practicum II before beginning CPS-RE. Field Practicum II is generally completed during the early part of the summer semester. CPS-RE is scheduled for the latter part of the summer semester.
- b. Students will receive academic credits for taking CPS-RE by enrolling in Advanced Field Practica I and II (SOCW 6194 & 6294) during the summer

semester mentioned in 3.01.

- c. CWEP students who are not currently employed by CPS must take CPS-RE in the summer semester before beginning Field Practica III and IV.
- d. Advanced standing part time students may participate in CWEP as long as their degree plan includes taking Advanced Field Practica I and II (CPS-RE) in the summer prior to their Field Practica III and IV.
- e. Advanced standing students who have completed CPS-RE prior to entering the GCSW may enroll full time while participating in CWEP.

**University of Houston  
Graduate College of Social Work  
Child Welfare Education Project  
Recommended Course Guide  
Effective Fall 2008**

**Required Courses:**

Required for All CWEP Students	Advanced (Choose one track)	
	Track 1: Clinical Practice	Track 2: Leadership, Administration and Advocacy
Foundation Courses and Field (15 Semester Credit Hours)	Transtheoretical Practice	Dynamics of Leadership in Social Work
Assessment	Contextualized Social Work Practice	Strategies for Community Development
Evaluation of Practice	Clinical Applications of the DSM	Administrative Practice in Social Work
Policy Analysis	Crossover course from Leadership Track	Crossover course from Clinical Track
Child Abuse & Neglect	Field Practicum III: Clinical Practice	Field Practicum III: Leadership, Administration and Advocacy
*For non-CPS employees, also take <u>Field Practicum Elective II</u> for 2 SCH	Field Practicum III: Clinical Practice	Field Practicum III: Leadership, Administration and Advocacy

**CWEP Recommended Elective Courses** (by curricular areas):

As Practice Electives:

SOCW 7321	Multicultural Practice
SOCW 7322	Feminist Practice
SOCW 73xx	Clinical Practice with Children and Adolescents
SOCW 7344	Family Violence
SOCW 7346	Families in Transition
SOCW 7347	School Social Work Practice
SOCW 7365	Crisis Intervention
SOCW 7366	Grief and Bereavement Therapy
SOCW 7374	Mediation for Social Workers
SOCW 73xx	Supervision and Consultation
SOCW 73xx	Culturally Relevant Practice with Latinos/Latinas

As Human Behavior and Social Environment (HBSE) Electives:

SOCW 7xxx	Self Examination of Life Foundation
SOCW 7377	Drugs in Society

As Policy Electives:

SOCW 6304	Women's Issues
SOCW 7307	Social Work and the Law

Notes:

1. You may discuss the selection of other electives with your CWEP Student Advisor.
2. This is a course guide and is always subject to change. (Updated May 10, 2008)

## **CWEP Curriculum Models**

University of Houston  
 Graduate College of Social Work  
**MSW Curriculum Example Model for CWEP Students**  
**Flex Option 3 Year Model = 63 Semester Credit Hours (SCH)**

**Year 1**

<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
15 SCH	5-8 SCH	0-3 SCH
Foundation Modules FP I (120 clock hrs)	FP II (240 clock hrs)(2) Assessment (3) [Evaluation of Practice (3)]	[Elective (3)]

**Year 2**

<b><u>Fall</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
9 SCH	6-9 SCH	3-6 SCH
LAA Track Course(3) CP Track Course (3) *Child Abuse & Neglect (3)	HBSE Elective (3) Track Course(3) [Elective (3)]	***Elective (3) [Elective (3)]

**Year 3**

<b><u>Fall</u></b>	<b><u>Spring</u></b>
6-9 SCH	10 SCH
Policy (3) Elective (3) [Elective (3)]	Track Course (3) **FPIII (360 clock hrs.) (3) **FP IV (360 clock hrs.) (4)

Notes:

[ ] Courses in brackets may be moved to a different semester depending on course schedule.

\* May be offered in Spring semester.

\*\* “Block” placement begins around 1<sup>st</sup> week in January until end of semester; with no Spring Break

\*\*\*CPS required training for Non-CPS employees

CP (Clinical Practice) Track courses include:

- Contextualized Social Work Practice
- Transtheoretical Social Work Practice
- Clinical Applications of the DSM in Social Work

LAA (Leadership, Administration and Advocacy) Track courses include:

- Administrative practice in Social Work
- Dynamics of Leadership in Social Work
- Social Work Strategies for Community Development

**Example Only: SUBJECT TO CHANGE**

**MSW Curriculum Example Model for CWEP Students**

**Flex Option Advanced Standing Model = 48 Semester Credit Hours (SCH)**

**Year 1**

**Fall**  
9 SCH

Assessment (3)  
[Evaluation of Practice (3)]  
Elective (3)

**Spring**  
5-8 SCH

FP II (240 clock hrs) (2)  
[LAA Track Course (3)]  
[CP Track Course (3)]

**Summer**  
3-6 SCH

[Elective (3)]

**Year 2**

**Fall**  
9 SCH

Policy (3)  
\*Child Abuse & Neglect (3)  
[Elective (3)]

**Spring**  
6-9 SCH

HBSE Elective (3)  
Track Course(3)  
[Elective (3)]

**Summer**  
3-6 SCH

\*\*\*Elective (3)  
[Elective (3)]

**Year 3**

**Fall**  
10 SCH

CP Track Course (3)  
\*\*FP III (360 clock hrs.) (3)  
\*\*FP IV (360 clock hrs.) (4)

Notes:

[ ] Courses in brackets may be moved to a different semester depending on course schedule.

\* May be offered in Spring semester.

\*\* “Block” placement

\*\*\*CPS required training for Non-CPS employees

CP (Clinical Practice) Track courses include:

- Contextualized Social Work Practice
- Transtheoretical Social Work Practice
- Clinical Applications of the DSM in Social Work

LAA (Leadership, Administration and Advocacy) Track courses include:

- Administrative practice in Social Work
- Dynamics of Leadership in Social Work
- Social Work Strategies for Community Development

**Example Only: SUBJECT TO CHANGE**

Graduate College of Social Work  
MSW Curriculum Models for Degree Plan  
**MSW Curriculum Example Model for CWEP Students**  
**Full time Model = 63 Semester Credit Hours (SCH)**

**Year 1**

**Fall**

15 SCH

Foundation Modules  
FP I (240 clock hrs.)

**Spring**

14 SCH

FPII (240 clock hrs.) (2)  
Assessment (3)  
[Evaluation of Practice (3)]  
CP Track course (3)  
LAA Track course (3)

**Summer**

6 SCH

CPS Required Training  
[Elective (3)]

**Year 2**

**Fall**

15 SCH

Policy (3)  
Track course (3)  
HBSE elective (3)  
\*Child Abuse & Neglect (3)  
[Elective (3)]

**Spring**

13 SCH

\*\*FP III (360 clock hrs.) (3)  
\*\*FP IV (360 clock hrs.) (4)  
Track course (3)  
Electives (3)

Notes:

[ ] Courses in brackets may be moved to a different semester depending on course schedule.

\* May be offered in Spring semester.

\*\*"Block" placement would begin around 1<sup>st</sup> week in January till end of semester with no Spring Break

CP (Clinical Practice) Track courses include:

Contextualized Social Work Practice  
Transtheoretical Social Work Practice  
Clinical Applications of the DSM in Social Work

LAA(Leadership, Administration and Advocacy) Track courses include:

Administrative practice in Social Work  
Dynamics of Leadership in Social Work  
Social Work Strategies for Community Development

**Example Only: SUBJECT TO CHANGE**

University of Houston  
 Graduate College of Social Work  
 MSW Curriculum Models for Degree Plan  
**MSW Curriculum Example Model for CWEP Students**  
**Advanced Standing = 48 Semester Credit Hours (SCH)**

**Year 1**

**Fall**

15 SCH

Assessment (3)  
 Policy (3)  
 CP Track course (3)  
 LAA Track course (3)  
 \*Child Abuse & Neglect (3)

**Spring**

14 SCH

FP II (240 clock hrs.) (2)  
 Evaluation of Practice (3)  
 Track Course  
 Electives (6)

**Summer**

6 SCH

CPS Required Training  
 Elective (3)

**Year 2**

**Fall**

13 SCH (Graduate in December)

FP III (360 clock hrs.) (3)  
 FP IV (360 clock hrs.) (4)  
 Track course (3)  
 HBSE elective (3)

Notes:

[ ] Courses in brackets may be moved to a different semester depending on course schedule.

\* May be offered in Spring semester.

\*\* Block Placement

CP (Clinical Practice) Track courses include:

Contextualized Social Work Practice  
 Transtheoretical Social Work Practice  
 Clinical Applications of the DSM in Social Work

LAA (Leadership, Administration and Advocacy) Track courses include:

Administrative practice in Social Work  
 Dynamics of Leadership in Social Work  
 Social Work Strategies for Community Development

**Example Only: SUBJECT TO CHANGE**

## **PART II: CWEP ADMINISTRATIVE GUIDELINES**

## **Stipend/Contract Guidelines for CPS Employees**

### **Eligibility**

- 4.01 CPS employees who are in a IV-E eligible position, have been employed for one year from their hire date, and perform their work at a satisfactory level for production (performance) and attendance are eligible to apply for a CWEP stipend. If only limited stipends are available, seniority may be considered as criteria for selection.
- 4.02 A CWEP stipend can be given to a student at any time within a semester.

### **Payback**

- 5.01 Receipt of a stipend requires a commitment to work in CPS and is based on the number of semesters for which the stipend is received.
- 5.02 An academic unit is defined as either a fall, spring or summer semester and shall be considered equal to four full calendar months for repayment purposes.
- 5.03 Employees may receive a stipend for up to 11 academic units and would be committed to up to 44 months of employment following graduation.
- 5.04 Employee's payback (either through CPS employment or through financial repayment) begins immediately after termination of the contract, or graduation from the GCSW.
- 5.05 Students who are in the military reserve and are called to active duty must obtain a formal leave of absence from CPS and the GCSW.

## **Administrative**

- 6.01 All other DFPS employees (Adult Protective Services, Child Care Licensing, or Management) are also eligible to apply for the stipend and must work in CPS upon completion of their MSW degree. These employees must meet all of the stipend guidelines applicable to CPS employees.
- 6.02 CPS employees complete Field Practica I and II outside of CPS on their own time, above and beyond their normal 40-hour work week. (See Academic Requirement 2.01)
- 6.03 Field Practica III and IV will be offered at CPS as a block placement in a CPS unit different from the student's current employment unit. The student who is a CPS worker must transfer to the new unit and complete their placement as a 40-hour work week block. The transfer into the new unit is considered a management-directed transfer. The employee must remain in the new unit for one year before he/she can request a (another) transfer. (See Academic Requirement 2.03a) All CWEP students who are at or above the CPS supervisory level must have final approval of the CPS Regional Director. The University of Houston Field Coordinator will obtain this approval upon student's request.
- 6.04 CPS employees who decline the CPS block placement arrangement for Field Practica III and IV and choose to do the traditional 2-day per week field practicum in the fall and spring or choose to complete them outside of CPS must do so on their own time, above and beyond their normal 40-hour work week.
- 6.05 CPS employees may be assigned a special project for their Field Practica III and IV. The CPS Regional Director must provide final approval for all special projects. (See Academic Requirement 2.03b)

## **Other CWEP Requirements**

- 7.01 Students are required to attend the annual stipend orientation and contract meeting offered each summer prior to the start of the fall semester.
- 7.02 Students are required to attend each CWEP symposium offered unless they have received an excused absence in advance from the CWEP Student Affairs Coordinator.
- 7.03 Students agree to participate in ongoing and post graduation evaluations of the CWEP program.

## **Stipend/Contract Guidelines for Non-CPS Employees**

### **Eligibility**

- 8.01 Part time students will only be accepted if they are able to attend field placements during regular work hours (8AM-5PM, Monday through Friday).
- 8.02 Applicants for a CWEP stipend are required to:
- a. Participate in an initial interview with DFPS and CWEP staff,
  - b. Complete the Employment Pre-screening test,
  - c. Complete a DFPS job application, which includes three job references,
  - d. Obtain an abuse/neglect records check, a criminal records check, and driving records check.
- 8.03 CWEP stipend holders are required to update these records (8.02c) annually and resubmit job applications if requested.
- 8.04 A CWEP stipend may be given to a student at any time within a semester.

### **Payback**

- 9.01 Receipt of a stipend requires a commitment to work in CPS and is based on the number of semesters for which the stipend is received.
- 9.02 An academic unit is defined as either a fall, spring or summer semester and shall be considered equal to eight full calendar months for repayment purposes.
- 9.03 Full time students may receive a stipend for up to six academic units and will be committed to up to 48 months of employment following graduation.

- 9.04 Part time students may receive a stipend for up to 11 academic units and would be committed to up to 88 months of employment following graduation.
- 9.05 Students who leave the GCSW, drop out of the stipend program, or do not work at CPS after graduation will be required to begin cash payback to DFPS immediately. These students must attend an exit interview with CPS contract staff.
- 9.06 Students who are in the military reserve and are called to active duty must obtain a formal leave of absence from CPS and GCSW.

### **DFPS/CPS Employment Process**

- 10.01 Students are required to complete a DFPS job application during their last semester prior to graduation.
- 10.02 Students who have graduated from GCSW and participated in CWEP will not be required to go through the DFPS job fair process.
- 10.03 Students will have a DFPS personnel review and training needs assessment during the last semester of school prior to their graduation. Upon graduation and employment by the agency, students will complete a three-month, transition-to-practice period during which time the peer-training unit will provide support.
- 10.04 CWEP students who seek employment at CPS after they enroll in the MSW Program and prior to graduation, must go through the DFPS job fair process and will be hired according to existing requirements at the time of hiring. When this occurs, the student will continue under the non-DFPS stipend agreement for the remainder of the semester in which they were hired by CPS. Then, the CWEP student must contact the CPS contract

staff prior to the next semester to make arrangements to sign a DFPS Stipend Agreement for the new semester.

10.05 Students must attend the CPS Required Education provided by DFPS prior to their Concentration year.

### **Other CWEP Requirements**

11.01 Students are required to attend the annual Stipend Orientation and Contract meeting offered each summer prior to the start of the fall semester.

11.02 Students are required to attend each CWEP symposium offered unless they have received an excused absence in advance from the CWEP Student Affairs Coordinator.

11.03 Students agree to participate in ongoing and post graduation evaluations of the CWEP program.

11.04 All non-CPS students must participate in a midpoint review to determine their continued involvement in the CWEP program. This review will be completed after the student completes the CPS Required Education training offered by CPS. The student must provide a review package with the following materials:

- a copy of his/her candidacy portfolio
- a copy of the candidacy letter from GCSW
- the CPS Required Education evaluation
- the student's proposed plans/goals for Field Practica III and IV.

Each student will submit this review package to the CWEP Student Affairs Coordinator. The CWEP team will review the package and inform the student about his/her continued involvement in the CWEP program. Typically, this midpoint review will be completed during the summer between the student's Foundation and Concentration year.

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

**CWEP Student Contract**

I, \_\_\_\_\_, have received and read the *Child Welfare Education Project Stipend Contract Agreement*, and agree to be bound by the provisions and specific degree plans therein. I further understand that the DFPS Stipend Agreement will provide specific contract information about my participation in this educational program, and the GCSW reserves the right to modify information provided in this document that may be inconsistent with my signed Stipend Agreement. **This contract must be delivered to the CWEP Student Affairs Coordinator prior to signing the Stipend Contract. Failure to do so may result in postponement or cancellation of the stipend.**

**Check one:**

**For CPS Students:**

\_\_\_\_\_ **Flex Option -- Block Placement Option Degree Plan**

\_\_\_\_\_ **Flex Option Advanced Standing -- Block Placement Option Degree Plan**

**For Non-CPS Students:**

\_\_\_\_\_ **Full Time Degree Plan**

\_\_\_\_\_ **Flex Option Part Time Degree Plan**

\_\_\_\_\_ **Flex Option Advanced Standing Degree Plan**

\_\_\_\_\_ **Full Time Advanced Standing Degree Plan**

Student's Signature \_\_\_\_\_

Date: \_\_\_\_\_

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**Appendix C: Field Information**

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**Appendix C-1: Field Seminar Evaluation**

**Evaluation results from the Integrative Field Seminar of students in field at Department of  
Family and Protective Services  
2008-2009**

**I. Introduction**

The purpose for the integrative field seminar is to provide students with assistance in navigating through the complexities of the protective services system while they are in field placement within the system. Students are given the opportunity to share experiences and participate in peer problem solving as it relates to their field placements. The facilitator of the seminar also challenged students to examine how their own values and life situations impact their work with clients.

This year the sessions were comprised of both 3 foundation year non-employee students and 4 concentration year students which started in the Spring semester of 2008

Students were asked to attend the seminar once a month for one-hour and fifteen minute sessions, which were conducted within the main DFPS building. The sessions lasted through the end of the Spring 2009 semester. The seminar this year focused on building and enhancing leadership skills and abilities.

The evaluation was given to students during the last session of the Spring semester. The students were asked to fill out the evaluation and turn it in at the end of the last session. All seven of the students turned in the evaluation.  
(Needs to be labeled as an appendix item)

**II. Evaluation for CWEP sessions**

1. What did you find to be most helpful?
2. What did you find least helpful?
3. What would you recommend that we do differently next year?
4. Are there any specific issues you would have liked addressed?
5. Is the time and day convenient?
6. Do you recommend that we continue this meeting next year?
7. Any other comments?

**III. Summary**

The responses of the students indicate a benefit in attending the sessions. All of the students expressed a need to vent and share experiences. They believed that being able to share information with their peers helped with problem solving in their placement settings. They also indicated that they felt supported by CWEP staff as a result of the sessions. They all commented that the visit from the Regional Director was very informative. They commented that they benefited from the leadership information and activities.

The only negative report was that there was a mix up in the time for one of the designated speakers who consequently did not show. The students also wanted specific topics for more of the sessions.

Given that students continue to give these sessions an overall positive evaluation, they will continue. The facilitator will evaluate how the sessions can be structured to accommodate the students' suggestions given above.

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**Appendix C-2: Field Committee Meeting Minutes**

## **Field Committee Meeting July 28, 2008**

**Present:** Sharon Alpert, Kathy Clark, Scott Dixon, Lindy Levitt, Joe Papick, Trish Taylor, Brunessia Wilson, Kathy White

**Absent:** Ginger Robbins

### **I. March Meeting**

Notes reviewed

### **II. Status of Current Students**

Total number of student is 27

- 11 are returning employees
- 3 non employees returning
- 8 new employees (2 advanced standing)
- 5 new non employees

Brunessia reports:

- There is a waiting list for full-time students

Lindy states that once she gets names from CWEP, she makes sure checks are done. She generally received a telephone call about the results.

### **III. Field Students**

Currently there is one student finishing Field III and IV this spring, two students will be finishing Field IV this summer.

- Michelle Gutierrez –Field Instructor: Sondera Malry
- Jackie Okeke- Field Instructor: Sharon Alpert

There are 8 students from DFPS going into the field in the fall. Two are concentration year students going into Field III and IV and advanced field. Six are going into Field I and will be placed outside the agency.

Lindy Levitt has been informed that Kathryn Bickley and Tatiana Dore need DFPS positions in the fall.  
(See attached handout)

### **IV. Field Unit**

Sharon reported that the University of Houston GCSW has hired her on part-time bases. Therefore she will resign her position at DFPS. She also hopes to work in a contract capacity which will keep her involved with the DFPS Field Unit. She and

Scott are currently discussing this. Scott will have to hire a new supervisor for this unit.

Scott stated that the DFPS unit will be a specialized unit for hard to place adolescents. The particular structure of the unit is not yet in place. However there is a belief that there will be great learning opportunities for students.

Sharon discussed how difficult it has been to hire MSW's for her unit since they do not receive anymore compensation for being in the unit. Scott stated that the supervisor of this unit will be an MSW. The unit members could then be "preceptors." Kathy will discuss this model of mentoring students with Ginger Robbins.

#### **V. BSD**

Brunessia discussed the difficulty presented by the last three students in BSD. Two of the students seemed reluctant to follow the policies that are in place for non employee students. As a result of discussions with these students they will be allowed to do a concurrent field placement for Field III and IV. This will involve doing five hours per day in their placement.

Also specialization training will occur after these students are hired and in their units.

#### **VI. DFPS News**

DFPS is continuing efforts at retaining staff within the Department by promoting a change in culture to embrace employees on all levels. As a result the Department is experiencing a 28% turnover rate, as compared to 40%.

Non employee CWEP students will not be assigned a computer.

#### **VII. GCSW and CWEP News**

Trish taught a foster/adopt parent training that focused on grief. Sixty four foster/adopt parents attended.

#### **VIII. Next Meeting**

Kathy will send out dates for a meeting in October.

## **Field Committee Meeting 10/9/08**

**Present:** Ginger Robbins, Kathy Clark, Scott Dixon, Lindy Levitt, Joe Papick, Trish Taylor, Brunessia Wilson, Kathy White

**Absent:** Sharon Alpert

### **I. July Notes to be sent with notes from this meeting.**

### **II. CWEP Student Update**

Brunessia reported that there are twenty four students with two students pending approval due to paperwork. Eighteen employee students; seven non employee students.

### **III. Current Field Placements (FALL)**

There are two employee/students in field:

- Kathryn Bickley – Conroe FBSS (within DFPS)
- Tatianna Dove – kinship placement (within DFPS)

There are three non employee students in DFPS Field Placement. Two are in CVS and one in adoption prep.

There are five employee Foundation year students in field in the community. There are three non employee in field in the community.

In the spring (at DFPS)

- Four employee students will be in the field, and three employee students will be in the field.

### **IV. DFPS Unit/ DFPS News**

Scott discussed the plans for the DFPS unit. He stated that this unit is currently interviewing for the supervision for this unit.

The unit will receive children who are difficult to place, frequent runaways and who may have other behavior problems that interfere with permanency.

Ginger asked the question about whether students could be hired and get paid and that way they could do their field in the spring and get paid for it.

The group discussed the problem that students who were not MSWs already would not get the MSW step raise.

Brunessia asked Scott to look into changing this so that more students will want to work here before they graduate. Scott stated he would look into this issue.

## **V. Field Changes**

Kathy talked about the need to restructure field within the DFPS due to the difficulties that have surfaced as a result of changes at DFPS and changes at the GCSW. There has been a great deal of difficulty with the “switching jobs model” and students/ employees have for the most part been reluctant to do it. Kathy proposed a model where student/employees are able to do field within DFPS but stay in the current jobs they have. Kathy asks Ginger to give a brief synopsis of where we have been and where we are going.

Ginger gave a history of the original model of employee and non-employee students doing field in the spring as a block within a DFPS unit. Students then begin to insist that they be allowed to do field in the fall. Employee/students are reluctant to switch to other jobs held out until the last minute to apply or accept a job which would lead to getting into field late or delaying their graduation. Special projects proved difficult because often times work tasks would “bleed” into the supposed field hours.

In this proposed new model, students can stay in their positions as a result of the new curriculum. Students can stay in their positions because they are expected to achieve certain competencies outlined in their field contracts. IT is believed that if these competencies are met students will be forced to look at and perform their jobs in a different way.

Ginger asked that CWEP hold its ground to an agreed upon policy and not allow students to get around a policy or procedure. CWEP staff agreed to come back to the group before allowing any changes to agreed upon policy.

## **VI. Next Meeting**

Scheduled in Scotts office for 2/27/09.

**Field Committee Meeting**  
**2/27/09**

**Present:** Sharon Alpert, Kathy Clark, Scott Dixon, Lindy Levitt, Joe Papick, Trish Taylor, Brunessia Wilson

**Absent:** Sharon Alpert, Kathy White

**I. Review of Agenda**

**II. Status of Current students**

Total number of student is 26

- 11 are returning employees
- 5 non employees
- 7 new employees (2 advanced standing)

Brunessia states that there are 17 of CPS students that have applied to the program and 7 non employees.

There are 6 students graduating in the spring. 3 are non employees. Lindy states that when they graduate and transition to DFPS they will need OJT supervisors.

Ginger asks if the CWEP program is now geared only toward employees. Joe stated that the stipend will be offered to employees first then the remaining stipends offered to non employees.

**III. Field Issues**

**Field Students**

There are 6 students in field at DFPS who are in their field III and IV block placement. Three of the students are employees who are doing a block placement and three non employees are in their field IV placement. The three non employees will be graduating this spring and going into DFPS employment.

There are also eleven students in their field II placements outside the agency. Six of the students are employees and 5 are non employee students.

The Intensive Conservatorship Permanency Practice Initiative (IPPI) unit is a unit that is organized around finding permanency and stability for older children that the department has permanent managing conservatorship of. Micol Rosen is the new supervisor of this unit and has been invited to join the Field Committee. She has agreed that her unit can take up to two students in the fall. These students will not be CWEP students. Scott stated he would like the students from the CWEP program who are graduating to be placed in this unit.

**Field office concerns**

Kathy and Ginger wanted to inform the group that the employee students are not turning in the required paperwork to the field office. Ginger states that the field office has initiated the following policy immediately: if a student has not turned in the requested paperwork by the deadline he/she will not be allowed to go into their field placement that semester. Scott states he is willing to send the student an email from his office about this issue.

Another issue is that students are changing their minds when deciding where they want to be placed for their internship within DFPS. Since they do this at the last minute it makes it difficult to plan for them in the field office. This problem will be minimized when students are allowed to stay in their units for their field placements.

#### **IV. Field Pilot Project**

This project will allow students to stay in their current DFPS units and use their experiences as their field III and IV internship. This model will use an off site field instructor. The off-site field instructor has yet to be hired. This model is slated to start in the fall semester.

#### **V. MSWs at DFPS**

Since the pilot project will use only one off site field instructor for the CWEP students Kathy talked about plans to explore how to utilize the talent and experience of the MSWs at DFPS. This is a project Kathy will initiate during the summer. Ginger stated that the field office would be willing to off set the cost of refreshments for a meeting with MSWs from DFPS.

#### **VI. GCSW News**

Ginger talked about the week-end college. She also talked about the GCSW going through a re- accreditation. The GCSW will be the first school that will be scrutinized under the new standards as it relates to competencies. Ginger also stated that the way things are developing with the new curriculum there maybe an opportunity for a child welfare certificate.

There are three upcoming International academic trips planned one to Hong Kong/ China, Monterey Mexico, and Turkey. Ginger will go to Hong Kong to train field instructors for the GCSW exchange student program.

#### **VII. DFPS News**

Scott talked about the vacancy rate having been 44% but now it is 22%. This is good news for the department.

Ann Heiligenstein is the new DFPS Commissioner. Joyce James is now the Deputy Commissioner. Audrey Deckinga is the Assistant Commissioner of CPS.

**VIII.** Kathy will send out an announcement for the next meeting.

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**Appendix D: Curriculum Report**

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**Appendix D-1: Curriculum Report Executive Summary**

# **Child Welfare Education Project**

## **Annual Report FY 09**

### **Curriculum Report Executive Summary**

#### **Introduction**

Starting in 1999, The Child Welfare Education Project (CWEP) evolved out of the mutual desire of the Graduate College of Social Work, University of Houston and the Texas Department of Family and Protective Services (DFPS) to provide professional educational opportunities to Masters level social work students to prepare them for the demanding and challenging work found in Child Protective Services. This Curriculum Report contains information regarding the curriculum, training programs, and resources that contribute to the educational experiences of CWEP students.

#### **Curriculum and Training Programs for FY09**

The directory listing the members for FY09 of the Curriculum and Development Committee is provided in Appendix D-2 of the Curriculum Report. Appendix D-3 of the Curriculum Report contains the minutes of the Curriculum and Development Committee Meeting that was held on February 23, 2009.

The curriculum for FY09 is shown in Appendix D-4 of the Curriculum Report. The curriculum reflects updates in course offerings for the year.

In addition to the regular curriculum, CWEP provided a number of special training opportunities for students and foster/adopt parents in FY09. Appendix D-5 identifies additional trainings available to CWEP students offered through nine courses presented as part of the Continuing Education Program. The courses included intermediate/clinical level prep courses as well as courses in ethics and case management. As the evaluations indicate, all courses were well received by students.

Appendix D-6 contains the evaluations received in connection with the foster/parent training programs that were developed for FY09. Training subjects included "Aging Out" Training for Foster/Adopt Parents and Marriage Enhancement for Foster/Adopt Parents of Special Needs Children. As the evaluation summaries in Appendix D-6 show, the training courses for foster/adopt parents were well received.

Appendix D-7 contains descriptions of symposia that have been organized since 2000 in order to provide an educational focus on special topics of interest to CWEP students. Appendix D-8 contains the summary of the evaluations received following the Spring 2009 CWEP Symposium, which was titled Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop. As the evaluation summary shows, students had very favorable reactions to the symposium.

#### **Resources for CWEP Students**

CWEP continues to provide and develop a wide range of resources to enrich the educational

experiences of students, enhance their professional development, and promote their satisfaction with the training program. The Child Welfare Project Website contains links to many of the resources offered to CWEP students, thus providing a convenient method for students to obtain information. Pages from the website can be seen in Appendix D-9.

Appendix D-10 contains the CWEP Library Catalog, a listing of books, journals, and other documents that are available for use by students. The Appendix identifies the items that were added to the library in FY09.

Appendix D-11 contains the CWEP Video Library Catalog, which identifies and describes the extensive collection of educational videos related to child and family welfare.

Appendix D-12 presents the CWEP Resource Guide, which contains contact information for numerous organizations that provide information or resources related to child welfare and families.

Appendix D-13 provides an updated listing of journals in social work and related disciplines, along with information regarding the journals' Impact Factors and manuscript submission requirements.

Appendix D-14 provides copies of the five issues of the CWEP *NewsLine* that were issued in FY09. As the newsletters demonstrate, each issue contains comments on topics of current interest to CWEP students, highlights staff and student activities, and identifies resources available for the use of CWEP students.

In FY09 CWEP actively promoted the Learning Enhancement Opportunity (LEO) mentorship program, as indicated by the flyer in Appendix D-15. As a result of the promotional efforts, the LEO Mentor was contacted by, and able to provide academic support to, six students.

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**Appendix D-2: Curriculum & Development Committee Members Directory**

**UNIVERSITY OF HOUSTON  
GRADUATE COLLEGE OF SOCIAL WORK  
CWEP Curriculum Planning and Development Committee Members  
2009**

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Alternate:

Lauren Crim

**CWEP  
Child Welfare Education Project  
Annual Report FY 09**

**Appendix D-3: CWEP Curriculum and Development Committee Meeting  
Minutes**

**University of Houston**  
**Child Welfare Education Project (CWEP)**  
**Curriculum Planning and Development Committee Meeting Minutes**  
**February 23, 2009 1:00 – 3:00 p.m.**  
**Room 441 Social Work Building**

Present: Dr. Monit Cheung (Chair), Sharon Alpert, Laura Crim, Gene Gundersen, Paula Leveston, Sharon Mitchell, Joe Papick, Ginger Robbins, Trish Taylor, Brunessia Wilson

Apology: Dr. Karen Holmes, Sandra Lopez, Arnitia Mitchell, Laura Saunders

**1. Welcome and Introductions**

Monit welcomed the committee members and everyone introduced himself/herself. She also welcomed new student representative, Sharon Mitchell and alternate committee member, Lauren Crim, a child Safety Specialist with CPS to the committee. A copy of the committee membership list was provided.

**2. CWEP Enrollment Statistics**

Brunessia shared with the committee the latest CWEP Enrollment statistics. From Fall 2008 to Fall 2009 there have been a total of 7 CPS employees and 4 non-employees who have graduated through CWEP. There are currently 18 CPS employees and 8 non-employees enrolled in CWEP. There are currently 5 CPS employees and 1 non-employee who have applied for a CWEP stipend in the Fall.

**3. CWEP Stipend Contract Agreement**

Joe reported on the progress made on the Stipend Contract Agreement. Changes to the Field protocol will necessitate further alterations before it is handed out for Fall '09 but most of the content has been set at this point with input from CPS.

**4. Course Schedule 2009-2010**

Monit reported on the progress of the GCSW courses set for Summer 2009 through Spring 2010 and handed out a tentative schedule of courses. Dr. Kelli Connell-Carrick is not teaching the "Child Abuse and Neglect" course as projected in the Spring '09 semester and Monit proposed that Brunessia Wilson teach that course and that SELF taught by Trish Taylor be moved to the Fall 2009 schedule. She also called attention to the listing of "CWEP Required and Recommended Courses" at <http://www.sw.uh.edu/documents/cwep/CWEP%20Recommended%20Course%20Guide09.pdf>.

**5. Townhall meeting and CWEP Symposium**

The topic and speaker for an upcoming CWEP Symposium was discussed. Dr. Jean Kantambu Latting, Professor Emeritus of GCSW was suggested as a possibility and the committee agreed to have Monit ask if she was available. It was also agreed that members of the staff would bring luncheon items for the students and that a short Townhall meeting would precede the Symposium. The expected date for the Symposium was late March, 2009.

## **6. Newslines Interview of Staff and Curriculum Committee Members**

Monit called attention to the latest edition of Newslines in which a CWEP graduate was spotlighted. She asked committee members if they would agree to be interviewed for upcoming editions. Several members agreed and will be featured in 2009-10 editions of the Newslines.

## **7. Update on Stipend/Payback Matrix**

Monit referred to the Stipend/Payback Matrix that is published on the CWEP website: (<http://www.sw.uh.edu/documents/cwep/StipendsPaybackMatrix.doc>) and explained to committee members its compilation and usefulness to Title IV-E program directors throughout the country. The Matrix is updated twice yearly as contacts from the Title IV-E programs in each of the states provide us with changes in eligibility, stipend amount or payback that have occurred since last publication.

## **8. Website Resources**

Monit called attention to the CWEP website and encouraged committee members to access and use the many resources that are available there. She called special attention to the Syllabi link, Resources section and the Child Welfare and Training Resources.

## **9. LEO Mentor Project**

Monit led a discussion about the lack of use by the students of the LEO project. The committee suggested that the Corrine Walijavi be given some time during the Townhall meeting to introduce herself to the CWEP students in an effort to draw attention to the LEO project.

## **10. Listserv Discussion on Curriculum Issues**

Monit expressed concern about the lack of discussion on the Texas Listserv that she hosts. It was suggested that she continue it and try to find other ways to advertise it more.

## **11. Continuing Education and Foster/Adopt Parent Training Curriculum**

Trish reported that she and Dr. Susan Robbins had presented three Licensing Review classes in the last several months that some CPS employees had attended. The "Discipline" foster/adopt parent training that was completed, piloted, and well received at CPS last year was approved as "mandatory training" by Austin. Two more trainings are expected to be completed by the end of Spring '09 semester. The topics of these trainings will be "Aging Out without Doubt" and "Strengthening Marriage for Foster/Adopt parents with Special Needs Children".

**Next Meeting: Scheduled for September 14 at 1 p.m.**

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix D-4: Recommended Course Guide**

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

**Required and Recommended Course Guide**

**Effective Fall 2008 (Updated 1-27-09; Subject to Change)**

**Available and Updated at [http://www.sw.uh.edu/communityoutreach/cwep\\_students.php](http://www.sw.uh.edu/communityoutreach/cwep_students.php)**

**Required Courses:**

Required Courses for All CWEP Students	Required Track Courses (Choose one track)	
	Track 1: Clinical Practice	Track 2: Leadership, Administration and Advocacy
Foundation Courses and Field (15 Semester Credit Hours)	Transtheoretical Practice	Dynamics of Leadership in Social Work
Assessment	Contextualized Social Work Practice	Strategies for Community Development
Evaluation of Practice	Clinical Applications of the DSM	Administrative Practice in Social Work
Policy Analysis	Crossover course from Leadership Track	Crossover course from Clinical Track
Child Abuse & Neglect (also as a HBSE requirement)	Field Practicum III: Clinical Practice	Field Practicum III: Leadership, Administration and Advocacy
*For non-CPS employees, also take elective Independent Study class (CPS-RE 3 Semester Credit Hours)	Field Practicum III: Clinical Practice	Field Practicum III: Leadership, Administration and Advocacy

**CWEP Recommended Elective Courses:**

Except the required Track courses and track courses from another track, students are encouraged to take the following courses as electives, in this order of recommendation, when the courses are offered:

- SOCW 7397 Clinical Practice with Children and Adolescents
- SOCW 7346 Families in Transition
- SOCW 7344 Family Violence
- SOCW 7375 Family Mediation
- SOCW 7397 Self Examination of Life Foundation (SELF)
- SOCW 7340 Social Work Practice with Families
- SOCW 7374 Mediation for Social Work
- SOCW 7377 Drugs in Society
- SOCW 7366 Grief and Bereavement Therapy
- SOCW 7307 Social Work and the Law
- SOCW 7365 Crisis Intervention
- SOCW 7347 School Social Work Practice
- SOCW 7397 Supervision and Consultation
- SOCW 7310 Social Service Program Evaluation
- SOCW 7321 Multicultural Practice
- SOCW 7322 Feminist Practice
- SOCW 7356 Social Work Practice with Groups in Clinical Settings
- SOCW 7397 Study Abroad Courses with a focus on child welfare
- SOCW 7397 Social Work Practice with Latino Immigrants
- SOCW 6304 Women's Issues

**Notes:**

1. This is a course guide and is subject to change.
2. Please discuss the selection of other electives with your CWEP Student Advisor, as well as your academic advisor.

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix D-5: Continuing Education Evaluations 2009**

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Intermediate/Clinical Level Prep Course I  
Evaluation**

A Continuing Education Program on “on “Intermediate/Clinical Level Prep Course I” for CPS workers was held on November 14, 2008. A total of 25 people attended and 25 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 25)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	84%	16%			
<b>Style of Presentation</b>	96%	4%			
<b>Presenter’s Command of Subject</b>	92%	8%			
<b>Use of Audio/Visuals</b>	80%	12%	8%		
<b>Opportunity for Discussion</b>	84%	16%			

Note: There was no missing data.

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- E-blast from GCSW
- GCSW website
- GCSW student/classmate
- Co-worker
- CWEP
- Employer

**In my opinion, the best part of the course was:**

- Practice questions
- All; professor was great and helpful
- Amount of information covered
- Looking at questions from the board’s point of view
- How it was divided up
- Explanation of what testing experience will be like
- Test taking tips and techniques
- Techniques and ways of thinking – I was glad she did not cover material that needs to be studied on our own time
- The handout materials

- N/A

**The least helpful part was:**

- At the end, it felt long. I had to try hard to concentrate
- Handouts do not match PowerPoint
- Reviewing policy/history
- Single content on exams
- No PowerPoint printed out
- N/A

**Next time I think you should:**

- Concentrate on interventions; more direct/indirect practice
- Use Caucasian when using African American and use black when using white.
- Print out PowerPoint
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Cultural diversity, leadership/supervision, child welfare
- Geriatric/developmental changes in social work
- Test anxiety and taking practice tests
- Ethics
- N/A

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Intermediate/Clinical Level Prep Course-Part II  
Evaluation**

A Continuing Education Program on “Intermediate/Clinical Level Prep Course-Part II” for CPS workers was held on November 21, 2008. A total of 24 people attended and 22 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 22)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	90.9%	9.1%			
<b>Style of Presentation</b>	63.6%	36.4%			
<b>Presenter’s Command of Subject</b>	86.4%	13.6%			
<b>Use of Audio/Visuals</b>	59.1%	27.3%	9.1%		4.5%
<b>Opportunity for Discussion</b>	4.5%		4.5%		90.9 %

Note: Missing data not included

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- GCSW website
- E-blast from GCSW
- University of Houston
- CWEP

**In my opinion, the best part of the course was:**

- Being able to easily break down the most complex of things in DSM
- Dr. Robbins clearly presenting the information for students to memorize and understand
- The “class exercise” after each topic and at the last part of the day
- Learning to classify symptoms
- System of studying
- N/A

**The least helpful part was:**

- In some parts of the lecture, it was unclear whether those items would be on the exam
- Skipping Schizophrenia

- Flip charts were okay, but slide show would be a better foundation

**Next time I think you should:**

- Break the class into two days
- Have a grad student who is studying for the exam take notes and make a PowerPoint to give out.
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Cultural Diversity
- Child Welfare
- Human development, changing laws/trends in geriatrics, research methods/new research
- Languages in professional context (social work)

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Intermediate/Clinical Level Prep Course: Part I  
Evaluation**

A Continuing Education Program on “Intermediate/Clinical Level Prep Course: Part I” for CPS workers was held on February 13, 2009. A total of 21 people attended and 19 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 19)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	68.4%	31.6%			
<b>Style of Presentation</b>	57.9%	42.1%			
<b>Presenter’s Command of Subject</b>	52.6%	47.4%			
<b>Use of Audio/Visuals</b>	68.4%	31.6%			
<b>Opportunity for Discussion</b>	52.6%	42.1%	5.3%		

Note: Missing data not included

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- GCSW E-blast
- GCSW website
- GCSW student/classmate
- Employer

**In my opinion, the best part of the course was:**

- Discussion about questions on the exam
- Handouts and PowerPoint
- How to approach the exam (i.e.: “what does the board want”)
- Test strategies
- N/A

**The least helpful part was:**

- Binder given
- N/A

**Next time I think you should:**

- Have separate reviews for the LMSW and LCSW
- Make individuals answer silently before answering in group
- Provide the questions that are on the PowerPoint after class
- More questions in exam format
- The take home tests appear to be the same as the ones I already took from a previous course. It would help to have new practice test.
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Assessment
- More LCSW exam information
- PTSD
- Self-care
- Texas Law
- Ethics
- N/A

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Case Management: Part A  
Evaluation**

A Continuing Education Program on “Case Management: Part A” for CPS workers was held on February 20, 2009. A total of 9 people attended and 9 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 9)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	55.6%	44.4%			
<b>Style of Presentation</b>	88.9%	11.1%			
<b>Presenter’s Command of Subject</b>	77.8%	22.2%			
<b>Use of Audio/Visuals</b>	66.7%	11.1%	22.2%		
<b>Opportunity for Discussion</b>	77.8%	22.2%			

Note: There was no missing data.

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- GCSW Eblast
- University of Houston Continuing Education
- GCSW website
- Employer
- CWEP
- DFPS email system

**In my opinion, the best part of the course was:**

- The different methods of learning/teaching
- Activities were fun
- Interactive approaches
- Group Discussion
- Balance of information (not too detailed but sufficient)
- The knowledge of the instructor
- N/A

**The least helpful part was:**

- Limited handouts to the PowerPoint Presentation
- N/A

**Next time I think you should:**

- Social workers receive full Power/Point presentations so that more attention can be placed on writing examples
- Have an actual case worker come in and have added examples
- Go at a faster rate
- Have bigger groups
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Effective documentation
- More ethics courses
- Dealing with upper management
- N/A

In addition to the above evaluation results, two additional questions were required to be answered by the five CPS employee attendees on August 13, 2009 by email. Four of the five evaluations were returned. Table 2 represents quantitative responses provided by the respondents.

Scale:

SA = strongly agree

A = agree

N = neutral

D = disagree

SD = strongly disagree

NA = not applicable

**Table 2. Response by CPS workers (N=5)**

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>NA</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>The training enhanced my job skills in the delivery of foster and adoptive services.</b>	25%	25%	25%			25%
<b>The training increased my knowledge in the delivery of foster and adoptive services.</b>	25%	25%	25%			25%

Note: Missing data not included.

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Intermediate/Clinical Level Prep Course-Part II  
Evaluation**

A Continuing Education Program on “Intermediate/Clinical Level Prep Course-Part II” for CPS workers was held on February 27, 2009. A total of 20 people attended and 20 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 20)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	75%	20%	5%		
<b>Style of Presentation</b>	85%	15%			
<b>Presenter’s Command of Subject</b>	90%	10%			
<b>Use of Audio/Visuals</b>	70%	20%	10%		
<b>Opportunity for Discussion</b>					100%

Note: There was no missing data.

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- E-blast from GCSW
- GCSW website
- University of Houston
- Coworkers/Peers

**In my opinion, the best part of the course was:**

- Organization of the presentation was helpful to remembering the content
- Repetition and memorization tips
- Information on diagnosis
- Covering the DSM
- Personality disorders
- N/A

**The least helpful part was:**

- AV materials
- Not enough time – more examples
- Personality disorders – good information but just read through them

**Next time I think you should:**

- Allow more time for discussion
- Make the second half of the class more interactive
- Provide more scenarios and handouts
- Teach both classes
- Make a part III
- I think we could have had a shorter lunch break and gotten more content
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- PTSD
- Second part of DSM to cover other disorders
- LCSW prep course
- Test questions

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Case Management: Part B  
Evaluation**

A Continuing Education Program on “Case Management: Part B” for CPS workers was held on February 27, 2009. A total of 7 people attended and 7 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 7)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	71.4%	28.6%			
<b>Style of Presentation</b>	71.4%	28.6%			
<b>Presenter’s Command of Subject</b>	85.7%	14.3%			
<b>Use of Audio/Visuals</b>	28.6%	57.1%	14.3%		
<b>Opportunity for Discussion</b>	57.1%	42.9%			

Note: There were no missing data.

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- GCSW Eblast
- Employer

**In my opinion, the best part of the course was:**

- The professor’s command of subject
- Visual aids and group discussions
- Very informative; gave great insight on day to day case management
- Handouts, stories, and the different methods of learning/teaching
- Networking
- N/A

**The least helpful part was:**

- Limited handouts to the PowerPoint presentation

- Case examples on board reflect PT/OT and left a lot of social work details out
- N/A

**Next time I think you should:**

- Give more in depth information on documentation and legal ramifications
- Have more handouts and slow down so that students can write down the examples
- Have more specific case examples for PAP/SOAP that deal more directly with social work
- Match the handouts and PowerPoint
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Dealing with difficult clients, therapeutic techniques
- Documentation
- Self care, negative emotions with clients, frustration, lack of progress, sensitivity and professional relationships
- Ethics
- N/A

In addition to the above evaluation results, two additional questions were required to be answered by the two CPS employee attendees on August 17, 2009 by email. Table 2 represents quantitative responses provided by the respondents.

Scale:

SA = strongly agree

A = agree

N = neutral

D = disagree

SD = strongly disagree

NA = not applicable

**Table 2. Response by CPS workers (N=2)**

	SA	A	N	D	SD	NA
	5	4	3	2	1	0
<b>The training enhanced my job skills in the delivery of foster and adoptive services.</b>	50%	50%				
<b>The training increased my knowledge in the delivery of foster and adoptive services.</b>	50%	50%				

Note: There were no missing data

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Difficult Conversations: The End of Life  
Evaluation**

A Continuing Education Program on “Difficult Conversations: The End of Life” was presented on June 10, 2009. A total of 17 people attended and 17 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

Table 1. Response towards the program (N = 17)

	Excellent	Good	Fair	Unsatisfactory	N/A
Course Objectives Were Met	88.2%	5.9%	5.9%		
Style of Presentation	82.4%	11.8%	5.9%		
Presenter’s Command of Subject	88.2%	5.9%	5.9%		
Use of Audio/Visuals	94.1%	5.9% <sup>00</sup>			
Opportunity for Discussion	100%				

Note: There were no missing data

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- GCSW Eblast
- GCSW website

**In my opinion, the best part of the course was:**

- Being reminded to be attentive to my own biases
- Other participants’ experiences and professional knowledge
- Discussion in concert with presentation
- Handouts
- Interaction and discussion
- N/A

**The least helpful part was:**

- Movie
- N/A

**Next time I think you should:**

- Get in group discussion and talk with other participants regarding difficult conversations
- Talk more about opening and following difficult conversations and how to get it done.
- Continue to allow discussion and interaction
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Accessing resources for clients
- Engaging staff in quality service delivery
- Social planning and social justice
- DSM-IV information and overview
- Stages of adult development
- Purposeful life
- Activities, games and socialization for elders
- N/A

In addition to the above evaluation results, two additional questions were required to be answered by the one CPS employee attendee on August 12, 2009 by email. Table 2 represents quantitative responses provided by the respondent.

Scale:

SA = strongly agree

A = agree

N = neutral

D = disagree

SD = strongly disagree

NA = not applicable

Table 2. Response by CPS worker (N=1)

	SA	A	N	D	SD	NA
	5	4	3	2	1	0
The training enhanced my job skills in the delivery of foster and adoptive services.	100%					
The training increased my knowledge in the delivery of foster and adoptive services.	100%					

Note: There were no missing data.

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Intermediate/Clinical Level Prep Course I  
Evaluation**

A Continuing Education Program on “Intermediate/Clinical Level Prep Course I” was held on June 12, 2009. A total of 25 people attended and 25 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 25)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	80%	20%			
<b>Style of Presentation</b>	80%	16%	4%		
<b>Presenter’s Command of Subject</b>	84%	12%	4%		
<b>Use of Audio/Visuals</b>	76%	20%	4%		
<b>Opportunity for Discussion</b>	72%	28%			

Note: There were no missing data

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- E-blast
- GCSW website
- CWEP
- Employer/Co-worker

**In my opinion, the best part of the course was:**

- Explanation of how to answer questions
- Learning how to eliminate possible wrong answers
- Question and answer sessions
- Test-taking strategies
- The presenter was really effective, knowledgeable, fun, encouraging...
- N/A

**The least helpful part was:**

- Coming at 9am

- Time constraints
- N/A

**Next time I think you should:**

- Turn full days into two half days in order to absorb all the information
- Spend more time on techniques to remembering certain important items (i.e. human behavior and theories)
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Child welfare
- ICD9 coding for LCSW
- Spanish
- Third party billing
- N/A

**University of Houston  
Graduate College of Social Work  
Continuing Education Program  
Intermediate/Clinical Level Prep Course-Part II  
Evaluation**

A Continuing Education Program on “Intermediate/Clinical Level Prep Course-Part II” was held on June 19, 2009. A total of 25 people attended and 25 evaluations were returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Response towards the program (N = 25)**

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Unsatisfactory</b>	<b>N/A</b>
<b>Course Objectives Were Met</b>	80%	16%	4%		
<b>Style of Presentation</b>	80%	16%	4%		
<b>Presenter’s Command of Subject</b>	92%	4%	4%		
<b>Use of Audio/Visuals</b>	56%	36%	8%		
<b>Opportunity for Discussion</b>	92%	4%	4%		

Note: There were no missing data

**Respondents also provided qualitative feedback. The questions and responses are provided below:**

**Where did you hear about the course?**

- GCSW website
- E-blast from GCSW
- University of Houston
- CPS
- Employer/Coworkers/Peers

**In my opinion, the best part of the course was:**

- Excellent format to study DSM; breaks it down to study techniques
- Memorization techniques
- Grilling of different disorders, personality traits, great learning technique
- Organizing material to study and understanding disorders
- The way the information was presented
- The wealth of information given and knowledge of the instructor
- N/A

**The least helpful part was:**

- Too much information and not enough time
- N/A

**Next time I think you should:**

- Have more questions and examples
- Provide test questions
- Speaker should use a microphone or speak louder
- N/A

**I would like to see you offer continuing education courses in the following areas:**

- Research for school-based social workers
- N/A

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**Appendix D-6: Foster/Parent Training Evaluations**

# DRAFT

## University of Houston, Graduate School of Social Work Child Welfare Education Project “Aging Out” Training For Foster/Adopt Parents Evaluation

“Aging Out” training for foster/adopt parents was pilot tested on Monday, March 16, 2009 at CPS offices at 2525 Murworth, Houston. Julia Randle, MSW student of Graduate College of Social Work, University of Houston, under the supervision of Patricia G. (Trish) Taylor, LCSW, PhD, Curriculum Coordinator at the Child Welfare Education Project, conducted the training for foster/adopt parents of Child Protective Services and private agencies. Topics addressed included issues related to foster/adopt children aging-out of the system; positive youth development; and useful skills and resources for foster/adopt parents.

A total of 17 people attended and 17 evaluations were returned. Respondents varied in their experience as foster/adopt parents from 8 months to 17 years. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Responses towards training by foster/adopt parents (N = 17)**

	Excellent	Good	Average	Fair	Poor	Missing	Average Score
Usefulness / practicability of material	15	1				1	4.9
Presenter was organized and prepared	15	1				1	4.9
Presenter’s knowledge of the subject	15	1				1	4.9
Use of audiovisual / handouts	16					1	5
Opportunities for questions and discussions	15		1			1	4.9
Overall rating of training	15	1				1	4.9

5 = Excellent, 4 = Good, 3 = Average, 2 = Fair, 1 = Poor

Respondents also provided qualitative feedback. The questions and responses are provided below:

### What was the best part of the training?

- Shedding light on challenges that teens face with making on their own.
- Vision board.
- Trainer and classmates.
- Hands-on exercises and activities, open discussions, sharing of information.
- Being able to interact with her.
- The hands-on activities.

- Activities. Developmental information.
- The picture board was the anchor of the lessons and messages.
- The movie.
- The trainer was very knowledgeable about the subject. Activities assigned were helpful.
- The activities were fun. The group members participated and shared great idea. The presenter had many great handouts.
- The trainer was very knowledgeable about the subject. Activities assigned were helpful.
- Julia's personality and class participation.
- Poster Board.

**Were there any topics that you would have liked to be included in the training?**

- No.
- N/A.
- None.
- How to communicate (child & parents) when emotions come into play when connecting.

**What was the least helpful part of the training?**

- The 10 minutes' break.
- For me, there were too many forms. Seemed a little rushed.
- N/A.

**Other comments:**

- Great class.
- She was great. Enjoy her.
- Everything was useful.
- All great.
- Great presenter-comfortable atmosphere; great participants.
- Thank you Julia.
- Please call me to assist if I can. I would love to be a part.
- The trainer was well prepared and did a great job of keeping the class focused on the subject at hand.
- Everything was great.
- Long term training and follow-ups with Aging-Out children. Pass twenty-one.
- I truly enjoyed the class. Excellent!!

**University of Houston, Graduate School of Social Work  
Child Welfare Education Project  
Marriage Enhancement for Foster/Adopt Parents of Special Needs  
Children  
Evaluation**

Marriage Enhancement for Foster/Adopt Parents of Special Needs Children training for foster/adopt parents was pilot tested on Saturday, March 28, 2009 at Penny Lane Centers at North Hills, CA. Marie Harrison, MSW student of Graduate College of Social Work, University of Houston, under the supervision of Patricia G. (Trish) Taylor, LCSW, PhD, Curriculum Coordinator at the Child Welfare Education Project, conducted the training for foster/adopt parents of Child Protective Services and private agencies.

A total of 7 people attended and 6 evaluations were returned. Respondents varied in their experience as foster/adopt parents from 1 month to 14 years. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Responses towards training by foster/adopt parents (N = 6)**

	Excellent	Excellent to good	Good	Average	Fair	Poor	Missing	Average Score
Usefulness / practicability of material	4		2					4.7
Presenter was organized and prepared	3	1	2					4.6
Presenter's knowledge of the subject	3	1	1	1				4.4
Use of audiovisual / handouts	2		2	2				4.0
Opportunities for questions and discussions	5		1					4.8
Overall rating of training	2	1	3					4.4

5 = Excellent, Excellent to Good = 4.5, 4 = Good, 3 = Average, 2 = Fair, 1 = Poor

Respondents also provided qualitative feedback. The questions and responses are provided below:

**What was the best part of the training?**

- Opportunity to discuss issues and questions.
- Why marriage matters.
- Comments of other foster/adopt parents.

- Date right.
- Thinking about qualities of wife.
- The interactions.
- Sharing experiences.
- I like all the class.
- How to unite as a couple.
- Better communication.

**Were there any topics that you would have liked to be included in the training?**

- Not that I can think of.
- N/A.
- How to communicate with your partner.
- Communication.

**What was the least helpful part of the training?**

- All worked well together.
- Quiz.
- N/A.

**Other comments:**

- Very much enjoyed it.
- Good course.
- Glad it was different.
- N/A.

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**Appendix D-7: CWEP Symposia Topics**

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

**CWEP Symposia Topics**

<b>Semester/ Location*</b>	<b>Topic</b>	<b>Speaker(s)</b>	<b>Five Areas of Curriculum Need</b>				
			<b>Case Management</b>	<b>Case Planning</b>	<b>Permanency Planning</b>	<b>Child well- being and safety</b>	<b>Court Preparation</b>
Fall 2000	Compassion fatigue	Sandra Lopez	✓				
Spring 2001	Child abuse and animal abuse: The connection	Jim Boller	✓			✓	
Fall 2001	Interviewing when cultural practices meet child abuse definitions	Esteban Mayer				✓	
Spring 2002	APA and Professional Writing Skills	Jan Redford					✓
Fall 2002	Confronting your courtroom fears: Legal training for social workers in child welfare settings	Sarah Guidry		✓			✓
Fall 2002 Corpus Christi	Avoiding errors when interviewing in child sexual abuse cases	Monit Cheung	✓	✓		✓	✓
Spring 2003	Houston Gangs	Adrian Garcia				✓	
Fall 2003	Working with difficult clients	Sheryl Becker	✓	✓	✓		
Fall 2003 Corpus Christi	Depression and Resiliency	Maxine Epstein				✓	

Spring 2004	Where are they now: A CWEP graduates panel discussion	Shebia Acker, Yolonda Sims, Denika Simmons, Diana Sutton	✓	✓			
<b>Semester/ location</b>	<b>Topic</b>	<b>Speaker(s)</b>	<b>Case Management</b>	<b>Case Planning</b>	<b>Permanency Planning</b>	<b>Child well- being and safety</b>	<b>Court Preparation</b>
Fall 2004	Family Group Conferencing, Kinship Care Initiative, and ICAM	Linda Stroud, Kim Gonzales, Debra Petty			✓		
Fall 2005	Engaging Fathers in Services	Mahasin Saleh	✓	✓	✓	✓	
Spring 2007	Adolescents Transitioning to Adulthood	Kelli Connell-Karrick	✓	✓	✓	✓	
Spring 2008	CPS and the Law	Francie Aguirre Susan Sciacca	✓	✓	✓	✓	✓
Spring 2009	Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop	Jean Kantambu Latting	✓	✓			

\*In Houston unless otherwise noted

Note: In Fiscal Year 2010 a new list of allowable activities under Title IV-E will be followed.

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**Appendix D-8: Summary of Evaluation of Spring 2009 CWEP  
Symposium**

**University of Houston, Graduate School of Social Work  
Child Welfare Education Project  
CWEP Symposium 2009  
Evaluation**

The CWEP Spring 2009 Symposium was held on Friday, March 13, 2009, at the CPS facility at 2525 Murworth, Houston, TX. Dr. Jean Kantambu Latting, Professor Emeritus at the Graduate College of Social Work, University of Houston, was invited to conduct a workshop entitled “Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop” for CWEP Symposium participants.

A total of 28 people attended the Symposium, including 16 CWEP students, 7 CPS staff and 5 CWEP staff. There were 25 evaluations returned. Overall, evaluations indicated the presentation was well received. Table 1 represents quantitative responses provided by respondents.

**Table 1. Responses towards workshop by CWEP Symposium participants (N = 25)**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Missing	Average Score
Content objectives were met	17	8					4.7
The presenter presented in a clear and organized manner.	17	8					4.7
The presenter had command of the subject area.	19	5	1				4.7
There was ample opportunity for discussion	18	7					4.7
The handout materials/audio-visuals enhanced my understanding	14	11	1				4.7

5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree

Respondents also provided qualitative feedback. The questions and responses are provided below:

**What did you find the most helpful?**

- Learning how to see each person’s right.
- Everything-interactive & lively discussions
- The open discussion, examples.
- The tips and pointers given throughout the workshop.
- The exercises to demonstrate knowledge to be used both personally and professionally. Working the case with the 6 stages presented on the handout
- Reality Check

- Right Right/Re-framing
- I saw that the meeting being held at the CPS office was very helpful than having to go to the school.
- Everything
- Overall
- Exercises, group involvement
- The small groups
- Handouts and discussions
- Everything I can use this tomorrow.
- Examples and discussions.
- The definitions of leadership
- Awesome presentation.

**What did you find the least helpful?**

- I couldn't quite figure out how to release my anger of being disrespected.
- None
- Nothing
- Nothing I can think of.
- I found the entire workshop to be enhancing.
- Everything new is good to learn.
- I didn't find anything to be the least helpful.
- Nothing
- Need more visuals
- Everything very informative.

**What, if anything, could have been done differently?**

- None
- Covering more topics
- Things I know session
- N/A
- Have videos of an incident or case scenario.
- More time
- Nothing
- More of this would be great.
- Free copy of your book.
- Allowing people to make suggestions on paper.

**What topics would you like to see offered at future CWEP symposia?**

- Same covering CPS training topics
- More sessions
- A topic that would be interesting is how to deal with stress in this field.
- More topics on leadership.
- Great! We need these.

- Open.
- More.
- More on organizational leadership.

### **Other Comments**

- The workshop was great and very interactive.
- Good training.
- No other comments
- Great teacher! Great thought provoking discussions. Please have her come back to lecture us again!

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**Appendix D-9: Child Welfare Education Project Website**



Child Welfare Education Project

- [National Title IV-E Resources](#)
- [Prospective Students](#)
- [Current CWEP Students](#)
- [Staff Contacts](#)

- [Community Research and Collaborations](#)
- [Continuing Education](#)
- [Office of Community Projects](#)
- [OCP Staff](#)
- [PeaceJam](#)

- [American Humanics](#)
- [PeaceJam.org](#)
- [Protective Services Training Institute](#)

Child Welfare Education Project

The Child Welfare Education Project (CWEP) prepares master's level social work students for the challenging and rewarding work found in children's protective services. CWEP provides: financial assistance for tuition, books and some miscellaneous costs of the Master of Social Work(MSW) degree. Also included are child welfare oriented classes and field internships, special seminars and workshops focused on child welfare issues to enhance the educational experience, staff assistance to give focused advising and field internship support, and employment in Children's Protective Services(CPS) after graduation with rewarding opportunities to improve the lives of children and families.

[National Title IV-E Resources](#)

[CWEP Prospective Students](#)

[CWEP Current Students](#)

[CWEP Staff Contacts](#)



- [Child Welfare Education Project \(CWE\)](#)
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  - [OCP Staff](#)
  - [PeaceJam](#)
- 
- [American Humanics](#)
  - [PeaceJam.org](#)
  - [Protective Services Training Institute](#)

### National Title IV-E Resources



#### National Title IV-E Survey Reports:

[Stipend/Payback Matrix \(July 16, 2009\)](#)  
[Title IV E Framework](#)



#### Journals in Social Work and Related Disciplines:

[Manuscript Submission Information](#)  
(Updated with Impact Factor, June 2009)



#### Child Welfare Research and Training Resources

[Child Welfare Resource Guide](#)  
[Questioning Techniques in Forensic Child Sexual Abuse Interviews](#)  
[A Story of a Sponsored Child](#)  
[Stress Reduction Exercises for Child Welfare Professionals](#)

*Bibliographies for Child Welfare Research*  
[Disproportionality](#)  
[False Allegations in Child Sexual Abuse](#)



#### Child Welfare Video Resources:

[Video Library Catalog](#)  
(Updated May 1, 2008)



#### Links to:

[Child Welfare Information Gateway](#)  
[CWEP Annual Report 2006 Handbook, Syllabi, NewsLine, Library](#)  
[Louisville IV-E Website](#)  
[Texas Department of Family and Protective Services: Children's Protective Services](#)



Child Welfare Education Project

[CWE]

- o National Title IV-E Resources
- o **Prospective Students**
- o Current CWEP Students
- o Staff Contacts

- Community Research and Collaborations
- Continuing Education
- Office of Community Projects
- OCP Staff

PeaceJam

- American Humanics
- PeaceJam.org
- Protective Services Training

### Prospective CWEP Students

Visit the following links for further information on CWEP:

- **CWEP Program Description**
- **CWEP Application**
- **Criteria for Title IV-E CWEP Stipend**
- **GCSW-MSW Application and University of Houston Graduate Application**



- [Child Welfare Education Project](#)
  - [\[CWE\]](#)
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- [PeaceJam](#)
- [American Humanics](#)
- [PeaceJam.org](#)
- [Protective Services Training Institute](#)

### Information for CWEP Students

#### Must-Read Information:

- [CWEP Stipend Contract Agreement](#)
- [CWEP Required and Recommended Courses](#)
- [The LEO Mentor Program: Learning Enhancement Opportunity](#)
- [Scholarship Opportunities](#)
  - [Child Welfare Scholarship](#)
  - [Scholarships for Asian and Pacific Islander Americans](#)

#### Reference Information:

- [APA Format for Citation, Fifth Edition \(Revised May 11, 2009\)](#)
- [APA Link](#)
- [CWEP Library Catalog](#)
- [GCSW Course Syllabi Link](#)

#### NewsLine (CWEP Newsletter)

- |                               |                              |                              |
|-------------------------------|------------------------------|------------------------------|
| <a href="#">April 2009</a>    | <a href="#">April 2008</a>   | <a href="#">January 2007</a> |
| <a href="#">February 2009</a> | <a href="#">January 2008</a> |                              |
| <a href="#">November 2008</a> | <a href="#">October 2007</a> |                              |
| <a href="#">October 2008</a>  | <a href="#">August 2007</a>  |                              |
| <a href="#">August 2008</a>   | <a href="#">April 2007</a>   |                              |



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- [PeaceJam.org](#)
- [Protective Services Training Institute](#)

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**Appendix D-10: Child Welfare Education Project Website**

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

**CWEP Library Catalog**

**MULTIMEDIA ITEMS**

*INFOTRAC College Edition (The Online Library)*. Exclusively from Thomson Learning.  
Available as a subscription for the entire semester with the student's purchase of some (Thomson Learning) Brooks-Cole texts. Students receive a passcode that allows access to a website providing the most current journal articles.

Myer, R.A., & James, R.K. (2005). *CD-ROM and workbook for crisis intervention*. Belmont, CA: Thomson Brooks/Cole. ISBN: 0-534-59463.

See also *Crisis intervention strategies* (James & Gilliland, 2005) in books below. CD-ROM demonstrates crisis intervention techniques, and workbook presents transcripts and explanations.

Proffitt, J. (2004). *Video workshop for marriage and family: Student learning guide with CD-ROM*. Boston: Pearson Education, Inc. ISBN: 0-205-38843-4.

This student learning guide accompanies the *Allyn & Bacon Video Workshop for Marriage and Family*. It is designed to enhance students' experience with the videos. (2 copies).

Sevel, J., Cummins, L., & Madrigal, C. (1999). *Social work skills demonstrated*. Boston: Allyn & Bacon. ISBN: 0-20529455-3.

Includes an interactive CD-ROM with demonstrated social work skills for student viewing, along with tear-out sheets for exercises.

Texas Department of Family and Protective Services. (2005). *Children first: Safe and Secure. 2005 child abuse prevention kit*. Austin, TX: Author.

This packet and CD contains materials to help prevent child abuse. (2 copies).

Tiemann, K. (Ed.). (2001). *Crossroads: Readings in social problems*. Boston: Pearson Custom Publishing.

Devise your own solutions to social problems by creating a custom reader with your name and course on the title page and your chosen content inside. A new electronic book building process that lets you select instructional content from a digital archive, add other materials of your choosing, and create a reader that precisely matches your course objectives and teaching style. The 270 readings are organized into 18 key topic areas from which you can choose. All are available to see in their entirety on an accompanying CD-ROM.

**BOOKS**

Adler, E., & Clark, R. (2003). *How it's done: An invitation to social research* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth/ Thomson Learning. ISBN: 0-534-58814-X.

This book is meant to assist in conducting social research. It is written with the novice researcher in mind.

- Almeida, R., Dolan-Del Vecchio, K., & Parker, L. (2008). *Transformative family therapy: Just families in a just society*. Boston: Pearson. ISBN: 0-205-47008-4.  
This book views family therapy in the context of social justice.
- Allen-Meares, P. (Ed.). (2004). *Social work services in schools* (4<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-38109-X.  
This comprehensive text discusses major issues confronting education, and the practice directions for the design, delivery, and evaluation of school social work services. This book examines the roles and responsibilities of school personnel, the children and parents serviced by the school system, and the specific roles of social workers who deal with that system. Discussion topics include school-linked services, the need to change systems within the school, litigation, and issues related to services to disabled pupils and gay and lesbian youth. (2 copies).
- Allen-Meares, P. (Ed.). (2007). *Social work services in schools* (5<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-48469-7.  
This is a newer edition of the book above. It adds new topics of integrated service or full-service schools, violence in schools, and preventive interventions, and issues of education and welfare reform.
- \*Allyn & Bacon. (2005). *Themes of the Times for child welfare: A collection of articles from The New York Times*. Boston: Allyn & Bacon. ISBN: 0-205-45466-6.  
This collection of article gives the reader “insight into current issues and debates, highlights interesting research, and shows some of the practical applications of studying child welfare.”
- \*Allyn & Bacon. (2005). *Theme of the Times for human behavior in the social environment: A collection of articles from The New York Times*. Boston: Allyn & Bacon. ISBN: 0-205-45463-1.  
This collection of article gives the reader “insight into current issues and debates, highlights interesting research, and shows some of the practical applications of studying human behavior in the social environment.”
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.  
Official style manual for the APA, this reference text provides guidance on all aspects of paper writing and publishing in the social sciences. Not for circulation; office use only.
- Amott, T., & Matthaei, J. (1996). *Race, gender, and work: A multicultural history of women in the United States*. Boston: South End Press. ISBN: 0-89608-537-6.  
This book traces the lives of working women—American Indian, Chicana, European American, African American, Asian American, and Puerto Rican—to uncover the wealth and diversity of their contributions, both paid and unpaid, to our economic history.
- Anderson, J., & Carter, R.W. (Eds.). (2003). *Diversity perspectives for social work practice*. Boston: Pearson. ISBN: 0-205-34065-2.  
This book enumerates the basic frameworks upon which social theories are based. It is structured in sections according to like theories and is a very easy read.
- Anderson, S. K., & Middleton, V. A. (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Thomson Brooks/Cole. ISBN: 0-534-51742-0.  
This book focuses on moving individuals beyond defensiveness and cliché and toward a truer understanding of self-relative beliefs about race, class, gender, ability, and sexual orientation, by their reading and reflecting on the struggles and transformations of others.
- Aulette, J.R. (2002). *Changing American families*. Boston: Allyn & Bacon. ISBN: 0-205-34315-5.  
Author emphasizes the changing nature of the family as a social institution and the importance of social movements of human agency, through which families create their own change. The book is structured to bridge the gap between micro and macro levels of analysis.

- \*Axinn, J., & Stern, M.J. (2008). *Social welfare: A history of the American response to need* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-52215-7, ISBN: 978-0-205-52215-6.  
This edition has been revised to include period of history from 1992 to 2007. The main focus of this edition is to “explore the effects of the drive to reduce federal spending for public programs further and to turn control and responsibility for social welfare over to the states and the private sector.”
- Barker, R.G. (1968). *Ecological psychology: Concepts and methods for studying the environment of human behavior*. Stanford, CA: Stanford University Press. ISBN: 68-21287.  
This book provides concepts, field methods, and analytical programs for investigating human molar behavior and its environment in real-life situations.
- Barnett, O.W., Miller-Perin, C.L., & Perrin, R.D. (1997). *Family violence across the lifespan*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-0707-6.  
Chapters cover all types of family violence, including clinical treatments, educational efforts within schools, the ways social agencies respond to disclosures of family violence, and the approaches taken to prevent family violence.
- Barrett, B., & Logan, C. (2002). *Counseling gay men and lesbians: A practice primer*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-55084-3.  
Authors focus on direct clinical application and present real-world cases with clinical examples in counseling this population.
- Barsky, A. E. (2007). *Conflict resolution for the helping professions* (2<sup>nd</sup> ed.). Belmont, CA: Brooks/Cole. ISBN: 0-495-09225-8.  
This text provides educational materials designed to help adult learners integrate the theories, values, skills, and practice of conflict resolution through the development of knowledge, critical thinking skills, moral imagination and self-awareness.
- Barth, R. P., Courtney, M., Berrick, J. D., & Albert, V. (1994). *From child abuse to permanency planning: Child welfare services pathways and placements*. New York: Aldine de Gruyter. ISBN 0-202-36086-5.  
This volume synthesizes the results of a longitudinal study in California that tracked the paths taken by child abuse victims from the initial abuse report through foster care, placement for adoption, or return to family.
- Bass, E., & Davis, L. (1988). *The courage to heal: A guide for women survivors of child sexual abuse*. New York: Harper & Row. ISBN: 0-06-096234-8.  
This book is a comprehensive guide for women who have been sexually abused as a child for and those who care about her. The authors provide clear explanations, practical suggestions, a map of the healing journey, and many moving first-person examples of the recovery process drawn from their interviews with hundreds of survivors.
- Bean, B., & Bennett, S. (1993). *The me nobody knows: A guide for teen survivors*. New York: Lexington Books. ISBN: 0-02-902015-8.  
This workbook is the first one written specifically for teen survivors of sexual abuse. It demonstrates coping skills through written, visual, and relaxation exercises with respectful and accessible language.
- Beck, M. (1997). *Expecting Adam: A true story of birth, rebirth, and everyday magic*. New York: Times Books. ISBN 0-8129-2980-2.  
An autobiographical recount of a Harvard-educated couple who conceive a baby with Down's syndrome and decide to carry him to term. The author details her difficult pregnancy, as well as the

odd coincidences and paranormal experiences that begin to occur for both her and her husband. Once born, Adam becomes the catalyst for tremendous life changes for the Becks.

\*Becvar, D.S., & Becvar, R.J. (2009). *Family therapy: A systematic integration* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-60923-9, ISBN: 0-205-60923-6.

This book looks at the theory and practice of family therapy through systems theory as an integrating framework for understanding purposes. For individuals preparing to take the national licensing exam in marriage and family therapy, this book is equipped with such essential information.

\*Bennet, E.A. (1983). *What Jung really said*. New York: Schocken Books. ISBN: 0-8052-0753-8.

In this clearly written overview, Bennet covers the “background and development of Jung’s thinking, personality classifications, analysis of the components of personality, the unconscious, dreams, the active imagination, alchemical symbolism and philosophy, psychotherapy, and Jung’s relationship to Freud.”

Bentley, K.J. (Ed.). (2002). *Social work practice in mental health: Contemporary roles, tasks and techniques*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-54920-9.

Each chapter in this edited text articulates how the roles often associated with working with a specific population (e.g., those who abuse substances, persons with severe mental illness, distressed marital couples) are quite relevant and useful in a much wider range of populations.

Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-0409-3.

This book is an innovative introduction to research in the social and human sciences. The authors guide students through the maze of research traditions, cultures of inquiry, and epistemological frameworks that blanket the intellectual landscape.

Bergen, R. K. (Ed.). (1998). *Issues in intimate violence*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-0936-2.

A comprehensive and accessible anthology that prepares the foundation for understanding a wide range of violence that commonly occurs in families and between intimates.

Berkman, L.F., & Kawachi, I. (Eds.). (2000). *Social epidemiology*. New York: Oxford University Press. ISBN: 0-195-08331-8.

This book focuses on the study of social determinants of health, while addressing factors in our environment that can be related to health outcomes. The authors focus on some of the major social factors that influence health, including socioeconomic position, income distribution, discrimination, social support networks, social capital, life transitions, work environment, and affective psychological states.

Berlin, S. B. (2002). *Clinical social work practice: A cognitive-integrative perspective*. New York: Oxford University Press. ISBN: 0-19-511037-4.

This book presents a comprehensive cognitive perspective on social work clinical practice that emphasizes the role of the environment in shaping personal meaning. This perspective combines cognitive psychology’s internal focus on how people think about themselves with a look outward toward the environment. It draws on a number of theoretical approaches to explain how the mind works and integrates these perspectives within a framework that suggests that people operate according to their sense of what things mean.

Berne, E. (1964). *Games people play: The psychology of human relationships*. New York: Grove Press, Inc. ISBN: 64-13783.

This text offers examples of 36 “games” people play in interpersonal relationships. This text aims to help individuals achieve new insight and self-awareness to ultimately lead more positive and constructive lives.

Besharov, D.J. (1990). *Recognizing child abuse: A guide for the concerned*. New York: The Free Press. ISBN: 0-02-903082-X.

A detailed book examining how to make sure evidence of child abuse is accurate and how to proceed. Includes information on the legal framework, the reporting process, and advice for parents if their own children are abused or if they are reported. (2 copies).

Bloom, M., Fischer, J., & Orme, J.G. (1995). *Evaluating practice: Guidelines for the accountable professional* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-13-292764-0.

This book is designed to help professionals meet the demands of accountable practice. This text focuses on the single-system approach to measure client issues, and provides implementation and evaluation examples. (2 copies).

\*Bloom, R.L. (1992). *Victims: A survival guide for the age of crime*. Houston, TX: Guardian Press. ISBN: 0-9632355-1-6.

This book is based on stories from victims of various crimes. It is the authors hope that the reader learns from each of their mistakes and avoid making them

\*Boyle, S.W., Hull, Jr. G.H., Mather, J.H., Smith, L. L., & Farley, O.W. (2009). *Direct practice in social work* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-6938-0.

This introduction to theories and skills needed for engaging efficiently in strengths based practice intertwines social justice and diversity all throughout in order to demonstrate to students the connection between major theories and realistic situations.

Brazelton, T.B. (1992). *Touchpoints. The essential reference: Your child's emotional and behavioral development*. Reading, MA: Perseus Books. ISBN: 0-201-09380-4.

The author maps the behavioral and emotional development of children in this book.

Brenner, C. (1957). *An elementary textbook of psychoanalysis*. Garden City, NY: Doubleday Anchor Books.

A clear and comprehensive introduction to psychoanalysis aimed at both the general population and students.

Brill, N., & Levine, J. (2005). *Working with people: The helping process* (8<sup>th</sup> ed.). Boston: Pearson Educational Inc. ISBN: 0-205-40184-8.

Text for beginning social work students that introduces the basic components of working with people—observation, assessment, communication and intervention.

Brittain, C., & Hunt, D.E. (Eds.). (2004). *Helping in child protective services: A competency-based casework handwork* (2<sup>nd</sup> ed.). New York: Oxford University Press.

An invaluable desk reference for social workers employed in CPS and child welfare, this text covers assessment, decision-making, child development, medical evaluation, accountability, and legal framework of culturally responsive practice.

Brown, J.H., & Brown, C.S. (2002). *Marital therapy: Concepts and skills for effective practice*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-52732-9.

This book illustrates the basics of conducting evaluations, terminations, and follow-ups in working with couples.

Brown, R.T. (Ed.). (1999). *Cognitive aspects of chronic illness in children*. New York: The Guilford Press. ISBN: 1-57230-468-5.

Medical advances have allowed a greater number of children to survive serious illnesses, but have also fostered a situation where children must live with chronic illnesses and the psychosocial implications

that accompany them. This book provides information on the impact of major diseases on childhood, including academic, peer, and family issues.

- Brown, V.A. (2002). *Child welfare: Case studies*. Boston: Allyn & Bacon. ISBN: 0-205-31909-2.  
A compendium of actual child welfare cases with a guide for students for family case analysis, safety and risk assessments, etc.
- Browne, A. (1987). *When battered women kill*. New York: The Free Press. ISBN: 0-02-903880-4  
An in-depth description of typical relationships in which battered women kill their battering spouse.
- Brownstein, H.H. (2000). *The social reality of violence and violent crime*. Boston: Allyn & Bacon. ISBN: 0-205-28807-3.  
Author stresses the meaning of violence to different people and the social processes through which violence is defined and measured in society. (2 copies).
- Burgess, A. W., & Clark, M. L. (Eds.). (1984). *Child pornography and sex rings*. Lexington, MA: DC Heath and Company. ISBN: 0-669-06741-5.  
This book reports on the findings of a project researching the use of children in pornography and describes programs and techniques responding to child pornography.
- Burgess, M. (1996). *Smack*. New York: Avon Books. ISBN: 0-380-73223-8.  
This book is set roughly in the early and middle 1980s, when the author was living in Bristol. All the major events have happened, are happening and will no doubt continue to happen. He saw many of them himself and heard about many more. For the characters, some are pure invention, some are seeded from real people and then fictionalized, some are fictitious with bits of real people stirred in.
- Busby, D. M. (Ed.). (1996). *The impact of violence on the family: Treatment approaches for therapists and other professionals*. Boston: Allyn & Bacon. ISBN: 0-205-17570-8. (2 copies)  
A broad discussion ranging from treatment approaches for families in which parents commit violence against their children to treatment for sexual assault of family members by outsiders. Each chapter written by an expert in the field.
- Capacchione, L. (1982). *The creative journal: A guide for parents, teachers, and counselors of children and adolescents*. Santa Monica: Lucia Capacchione. ISBN: None.  
This book is a guide for parents and teachers wishing to guide children in journal keeping.
- \*Caplan, P.J. (1995). *They say you're crazy: How the world's most powerful psychiatrists decide who's normal*. Reading, MA: Perseus Books. ISBN: 0-201-48832-9.  
The author clearly assesses the astonishing extent to which scientific methods and evidence are disregarded as the handbook is developed. This book exposes and challenges the mental-health establishment, which through its creation of potentially damaging interpretations and labels, has the power to alter lives in devastating ways.
- Carp, E. W. (1988). *Family matters: Secrecy and disclosure in the history of adoption*. Cambridge, MA: Harvard University Press. ISBN: 0-674-79668-3.  
This book cuts through the sealed records, changing policies, and conflicting agendas that have obscured the history of adoption in America and reveals how practice and attitudes have evolved from colonial days to the present.
- \*Carter, B., & McGoldrick, M. (Eds.). (2005). *The expanded family life cycle: Individual, family, and social perspectives* (3<sup>rd</sup> ed.). New York: Allyn & Bacon. ISBN: 0-205-40981-4. (2 copies)  
This classic edition, with a new foreword, continues to provide a "new and more comprehensive way to think about human development and the life cycle," reflecting society's shift away from the nuclear family toward a more diverse and inclusive definition of family. Theory and research are integrated with clinical guidelines and cases.

- Cattanach, A. (2008). *Play therapy with abused children* (2<sup>nd</sup> ed.). London: Jessica Kingsley Publishers. ISBN: 978-1-84310-587-9.  
The book provides practical ways of starting play therapy with abused children and explains how the child can use this process for healing. Models of intervention are described with consideration given to the particular needs of the child and the work setting of the therapist. Suggestions include short and medium term interventions, individual/group and sibling work.
- Center for Substance Abuse Treatment. (2005). *Substance abuse treatment: Group therapy. Treatment improvement protocol (TIP) series 41*. Rockville, MD: Substance Abuse and Mental Health Services Administration. DHHS Publication No. (SMA) 05-3991.  
This TIP presents an overview of the role and efficacy of group therapy in substance abuse treatment planning. It offers research and clinical findings and distills them into practical guidelines for practitioners of group therapy modalities in the field of substance abuse treatment. It describes effective types of group therapy and offers a theoretical basis for group therapy's effectiveness in the treatment of substance use disorders.
- \* Chambers, D. E., & Wedel, K. R. (2009). *Social policy and social programs: A method for the practical public policy analyst* (5<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-57164-2, ISBN: 0-205-57164-6.  
This up to date edition on current social programs contains ways in which one can design new programs or evaluate and improve and already existing one through the basics of social policy and program analysis.
- Chambliss, C.H. (2000). *Psychotherapy and managed care: Reconciling research and reality*. Boston: Allyn & Bacon. ISBN: 0-205-27950-3.  
Author emphasizes the use of research findings in therapy. Also contains information for clinicians to help them communicate productively with managed care companies.
- Close, N. (2002). *Listening to children: Talking with children about difficult issues*. Boston: Allyn & Bacon. ISBN: 0-205-32648-X.  
Author explores the cognitive, social, emotional, and language development of young children and how it relates to helping children express themselves on sensitive topics.
- Cockerham, W.C. (2003). *Sociology of mental disorder* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-097959-7.  
This text presents issues regarding mental disorders from the sociological perspective. It synthesizes the major research findings that have emerged from medical sociology research.
- Cockerham, W. C. (2005). *Sociology of mental disorder* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall. ISBN: 0-13-192853-8.  
This is the updated edition of the one above. The seventh edition of this book represents a continuing effort to summarize and analyze the direction of the field.
- (2003). *Codes of ethics for the helping professions*. Pacific Grove, CA: Brooks/Cole. ISBN: 0534-55700-7.  
A compilation of the codes of ethics of the major helping professions.
- Cohen, B., Giller, E., & W., L. (Eds.). (1991). *Multiple Personality Disorder from the inside out*. Baltimore: The Sidran Press. ISBN: 0-9629164-0-4.  
In this book, 146 people who have Multiple Personality Disorder (and their significant others) reveal the complex issues of diagnosis, therapy, and maintaining personal relationships.
- Cohen, N.A. (Ed.). (2000). *Child welfare: A multicultural focus* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-29890-7.  
Intended primarily for the undergraduate student in social work and entry-level children's services practitioners. The history, issues, and problems found in child welfare are presented.
- Cohen, R., & Cohen, J. (2000). *Chiseled in sand: Perspectives on change in human services organizations*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-34862-9.

- Candid book gives a clear, accurate picture of what professionals experience within the intricate workings of large human services organizations. Authors are a veteran human service administrator/clinical psychologist/academician and a recent graduate entering the field.
- \*Colby, I., & Dziegielewski, S. (2001). *Introduction to social work: The people's profession*. Chicago: Lyceum Books, Inc. ISBN: 0-925065-33-1.  
In this text, the authors present a realistic, accurate, and exciting portrayal of the social work profession. The volume is organized around questions often asked by students when first considering the study of social work: What do social workers do? How do I become a social worker? Where do social workers practice? What are the issues faced by today's practitioners?
- \*Colgrove, M., Bloomfield, H., & McWilliams, P. (1976, 1991). *How to survive the loss of a love*. Los Angeles: Prelude Press. ISBN: 0-553-07760-0.  
This book offers help on the subject of loss with clear, simple, comforting, inspiring readings which gives the reader what he or she needs at each step in the process of recovering from loss.
- Collins, R. (1994). *Four sociological traditions: Revised and expanded editions of three sociological traditions*. New York: Oxford University Press. ISBN: 0-195-08308-7.  
This text presents a concise intellectual history of sociology organized around the development of four classic schools of thought: the conflict traditions of Marx and Weber, the ritual solidarity of Durkheim, the microinteractionist tradition of Mead, Blumer, and Garfinkel, and the utilitarian/rational choice tradition.
- \*Colton, M., Sanders, R., & Williams, M. (2001). *An introduction to working with children: A guide for social workers*. New York: Palgrave. ISBN: 0-333-69308-6.  
This text provides a sound knowledge base in child welfare and lays a solid foundation for further skill development. As such, it will be an essential purchase for students and practitioners in the field of child care.
- Corcoran, K., & Fischer J. (1987). *Measures for clinical practice: A sourcebook*. New York: The Free Press. ISBN: 0-02-906681-6.  
This book provides an extensive collection of over 125 "Rapid Assessment Instruments" including questionnaires and scales which assess a wide range of problems commonly encountered in clinical practice. It also explains the principles of measurement and how to apply them in practice.
- Corey, G. (1991). *Theory and practice of counseling and psychotherapy* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-13314-2.  
This textbook is ideal for introductory counseling courses for graduate or undergraduate students in psychology, counselor education, social work, and mental health. It surveys the major concepts and practices of the contemporary therapeutic systems, and addresses some ethical and professional issues in counseling practice. It aims to teach students to select wisely from the various theories and techniques, and to develop a personal style of counseling.
- Corey, G. (1996). *Theory and practice of counseling and psychotherapy* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-33856-9.  
This book is the newer edition of the one above.
- Corey, G. (2005). *Theory and practice of counseling and psychotherapy* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole-Thomson Learning. ISBN: 0-534-53605-0.  
This book is the newer edition of the one above. This edition updates the material and refines existing discussions.
- \*Corey, G., & Corey, M.S. (2002). *I never knew I had a choice: Exploration in personal growth* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning. ISBN: 0-534-34790-8.  
This book is intended for college students of any age and for all other who wish to expand their self-awareness and explore the choices available to them in significant areas of their lives. It is also used by counselors in private practice settings and in public and private mental health organizations for workshops and groups.

- Corey, M. S., & Corey, G. (2002). *Groups: Process and practice* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-34789-4. (2 copies)  
This book outlines the basic issues and key concepts of group process and shows how group leaders can apply these concepts in working with a variety of groups. This book is intended for graduate and undergraduate students majoring in psychology, sociology, counseling, social work, education, and human services who are taking courses in group counseling or group leadership.
- Corey, M.S., Corey, G., & Callahan, P. (2003). *Issues and ethics in the helping professions* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-35615-X.  
CD-ROM with video clips and exercises of ethical situations is enclosed for students.
- Corwin, M.D. (2002). *Brief treatment in clinical social work practice*. Pacific Grove, CA: Brooks/Cole. ISBN: 534-36768-2.  
Presents a conceptual framework and specific intervention strategies and techniques for effective brief treatment.
- Cournoyer, B.R., & Stanley, M.J. (2002). *The social work portfolio: Planning, assessing, and documenting lifelong learning in a dynamic profession*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-34305.  
Promotes students' abilities in self-assessment, critical thinking, and in both self-directed and cooperative lifelong learning.
- Courtois, C. A. (1988). *Healing the incest wound: Adult survivors in therapy*. New York: W. W. Norton & Company. ISBN: 0-393-70051-8.  
This book provides special knowledge and clinical guidelines therapists need to help women who were abused incestuously as children. The author provides a general introduction to incest, examines the symptoms, short-term and long-term effects from four perspectives, and also describes the salient issues and strategies of incest therapy.
- Christensen, A., & Jacobsen, N.S. (2000). *Reconcilable differences*. New York: The Guilford Press. ISBN: 1-57230-261-5.  
A practical guide focusing on how couples can cope with their differences to achieve a happier, healthier relationship. Contains real-life examples and exercises to address typical relationship conflicts
- Crosson-Tower, C. (2001). *Exploring child welfare: A practice perspective* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-31953-X.  
An introductory text on child welfare topics, case examples are presented illustrating the varied issues that present in this type of social work.
- Crosson-Tower, C. (2002). *Understanding child abuse and neglect* (5<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205337953.  
This fifth edition reflects the new research being done on the much-overlooked problem of neglect. Attachment as a fundamental concept in child development and how it is impacted by maltreatment is also explored.
- Crosson-Tower, C. (2002). *When children are abused: An educator's guide to intervention*. Boston: Allyn & Bacon. ISBN: 0-205-31962-9.  
Principally written for educators, the book identifies the symptoms of abuse, neglect, and sexual abuse as well as the specific factors that may put a child at risk for maltreatment.
- Crosson-Tower, C. (2003). *From the eye of the storm: The experience of a child welfare worker*. Boston: Pearson Education, Inc. ISBN: 0-205-32315-4.  
Taking students beyond theories and practice skills, this text shows the life of a typical child welfare worker through a first-person account. (3 copies).
- Crosson-Tower, C. (2004). *Exploring child welfare: A practice perspective* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-38127-8.  
This book provides an overall look at all aspects for provision of services for children and their families, from services that enhance and support family life to substitute care.

\* Cummins, L., Sevel, J., & Pedrick, L. (2006). *Social work skills demonstrate* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-40610-6.

Included in this new edition is expanded text material for chapters three, four and five, an increase in exercises for the benefit of student learning, a CD-Rom for the testing of student knowledge bases, and much more.

Cunneen, C., & White, R. (2002). *Juvenile justice: Youth and crime in Australia*. New York: Oxford University Press. ISBN: 0-19-551223-5.

This book explores the nature of juvenile crime and the responses of the juvenile justice system to it. The book introduces the main concepts and issues in juvenile justice and provides an overview of both the dynamics of youth crime and the institutions of social control.

Czech, J. M., & Manning, M. J. (2002). *The coffee can kid*. Washington, DC: Child & Family Press. ISBN: 0-87868-821-8.

Six-year-old Annie asks the father who adopted her to once more tell the story of how she came to America from Korea.

Danowski, W. (2005). *In the field: A real-life survival guide for the social work internship*. Boston. Pearson Education Inc. ISBN: 0-205-37600-2.

This practical, down-to-earth practice-based book helps students move from the world of the classroom, textbook, and theory to the world of real practice.

Davies, J. (1998). *Safety planning with battered women*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-1225-8.

This book introduces a new model of “woman-defined” advocacy that is designed to bridge the gap that sometimes occurs between a battered woman’s perspective and a victim’s advocate’s perception. This book aims to help advocates better understand battered women’s decisions, including the decision to remain in an abusive relationship.

Davis, L. (1990). *The courage to heal workbook: For women and men survivors of child sexual abuse*. New York: Harper & Row. ISBN: 0-06-096437-5.

This companion volume to *The courage to heal* (Bass, & Davis, 1994) is presented to all women and men healing from the effects of child sexual abuse. It takes the survivor step-by-step through key aspects of the healing process with its combination of checklists, open-ended question, writing exercises, art projects, and other activities.

\*Davidson, J.D., & Doka, K. J. (1999). *Living with grief: At work, school, at worship*. Washington, DC: HospiceFoundation of America. ISBN: 1-58391-006-9.

This book explores the critical issue of the various places people grieve. It is the author’s hope that the more people become increasingly aware of the importance of this topic the more able humanity will be to create humane environments at work, at school, and at worship. Once that is established then, with hope, the individuals will be able to find the compassion and support they need which is so critical in their time of struggle.

Day, P., Robinson, S., & Sheikh, L. (1998). *Ours to keep: A guide for building a community assessment strategy for child protection*. Washington, DC: Child Welfare League of America. ISBN 0-87868-702-5.

A valuable resource for those within child protection systems and for all members of the community interested in the welfare of children. The author discusses the evolving nature of child protection and identifies the tools and practices that comprise a comprehensive assessment strategy for an effective, community-based child protection system.

DeJong, P., & Berg, I.K. (2002). *Interviewing for solutions*. (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-58473-X.

The authors present models for solution-focused work that are illustrated by examples and supported by research. Helpful forms and questionnaires with numerous interviewing protocols to use with clients are presented.

- Demo, D.H., Allen, K.R., & Fine, M.A. (Eds.). (2000). *Handbook of family diversity*. New York: Oxford University Press. ISBN: 0-195-12039-6.  
Provides comprehensive discussion of several key dimensions where families differ: race, socioeconomic status, family structure, sexual orientation, and gender. It is designed to inform and broaden the debate among students, family scholars, practitioners, and policymakers to what constitutes a family and how families should function.
- Desetta, A. (Ed.). (1996). *The heart knows something different: Teenage voices from the foster care system*. New York: Persea Books. ISBN: 0-89255-218-2.  
This collection of stories provides the personal narratives of three dozen young writers aged 15-20, as they describe their experiences of growing up in “the system.”
- Desetta, A., & Wolin, S. (Eds.). *The struggle to be strong: True stories by teens about overcoming tough times*. Minneapolis, MN: Free Spirit Publishing. ISBN: 1-57542-079-1  
A self-help book geared toward teen readers, this book provides true stories about resilience and perseverance in the face of adversity.
- \*Devore, W., & Schlesinger, E.G. (1999). *Ethnic-sensitive social work practice* (5<sup>th</sup> ed.). Needham Heights, MA: Allyn & Bacon. ISBN: 0-205-28165-6.  
In this edition, the authors consider the situation of the newcomers into the U.S. as they try to also help the reader to understand how this population lives their lives by drawing on prevailing theories of ethnicity and social class and minority status.
- \*Dietz, T. J., & Westerfelt, A. (2001). *Planning & conducting agency-based research: A workbook for social work students in field placements* (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn & Bacon. ISBN: 0-8013-3415-2.  
This text represents the time and efforts of a group of professional, including authors, editors, production and manufacturing specialists, to ensure that the text upholds high standards of quality and is a valuable learning tool. The authors anticipate that this book will serve the reader well in either a learning or professional capacity.
- Dillon, C. (2003). *Learning from mistakes in clinical practice*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-52401-X.  
A “handbook” of what to be cognizant of as one begins clinical practice. The emphasis is on cultural diversity and theoretical orientation on the interpretation of what constitutes a “mistake.”
- Dobelstein, A.W. (1996). *Social welfare: Policy and analysis*. Chicago: Nelson-Hall, Inc. ISBN: 0-8304-1428-2.  
Clear and concise explanation of the methods and processes of policy analysis applying those methods to 35 different American welfare programs.
- Dolgoft, R. (2005). *An introduction to supervisory practice in human services*. Boston: Pearson Education. ISBN: 0-205-40550-9.  
This text prepares students to become human service administrators by applying roles, theories, knowledge, and skills to the supervisory process, from interviewing and hiring to termination.
- Dombro, A. L., O'Donnell, N. S., Galinsky, E., Melcher, S. G., & Farber, A. (1996). *Community mobilization: Strategies to support young children and their families*. New York: Families and Work Institute. ISBN 1-888324-03-1.

This text presents practical steps needed for community-based action for children and families. Includes detailed descriptions of successful community collaborations, with tips and lessons learned from service providers, businesses, policy makers, and parents.

- Doweiko, H.E. (2002). *Concepts of chemical dependency* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-53722-7.  
This updated text explores the meaning of substance abuse, models of chemical dependency, basic pharmacology of drugs, substances and their effects on the user, special considerations such as dually diagnosed clients, and clinical implications.
- Downs, S. W., Moore, E., McFadden, E.J., & Costin, L.B. (2000). *Child welfare and family services: Policies and practice* (6<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-8013-3046-7.  
This 6<sup>th</sup> edition includes more case material illustrating family-centered approaches. The primary focus of the book is providing a beginning understanding of families and of services to families.
- Downs, S. W., Moore, E., McFadden, E. J., Michaud, S. M., & Costin, L .B. (2004). *Child welfare and family services: Policies and practice* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-36007-6.  
This 7<sup>th</sup> edition includes new and updated material on child well-being and child outcome measures, as well as an examination of child welfare in a global context. New and updated models and charts, tables, and cases are also included.
- \* Downs, S. W., Moore, E., & McFadden, E.J. (2009). *Child welfare and family services: Policies and practice* (8<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-57190-1, ISBN: 0-205-57190-5.  
This edition addresses present day issues, innovative practice methods, and controversies in both family and child services. Historical context to current programs is included along with policy decisions and issues on legal and legislative frameworks.
- Dryfoos, J.G. (1990). *Adolescents at risk*. New York: Oxford University Press. ISBN: 0-195-07268-5.  
This book synthesizes the latest research and explores the complex problems of today's youth, focusing on four key areas: delinquency, substance abuse, teen pregnancy, and school failure.
- DuBois, B., & Miley, K.K. (1996). *Social work: An empowering profession* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-15617-7.  
This introductory text examines the profession of social work, the values of the profession, practice interventions, and contemporary issues.
- \* Dudley, J.R. (2005). *Research methods for social work: Becoming consumers and producers of research*. Boston: Allyn & Bacon. ISBN: 0-205-36529-9.  
This easy to read books is geared towards introductory Social Work students, which fully covers the Council of Social Work Education accreditation standards.
- Eckhardt, K.W., & Ermann, M.D. (1977). *Social research methods: Perspective, theory, and analysis*. New York: Random House. ISBN: 0-394-31256-2.  
This text targets social research by integrating method with theory and data.
- Eckhardt, K.W., & Ermann, M.D. (1977). *Social research methods: Perspective, theory, and analysis* (Instructor's Manual). New York: Random House. ISBN: 0-394-32070-0.  
Contains test items and solutions for the text *Social research methods: Perspective, Theory, and Analysis*.
- Edwards, A. L. (1976). *An introduction to linear regression and correlation*. San Francisco: W. H. Freeman and Company. ISBN: 0-7167-0561-3.  
This book is designed to provide students with a more detailed, systematic treatment of linear regression and correlation than generally offered during the first two semesters of applied statistics.
- Edleson, J.L., & Eisikovits, Z.C. (Eds.). (1996). *Future interventions with battered women and their families*. Thousand Oaks, CA: Sage Publications. ISBN: 0-8039-5945-1.  
This book critically examines the progress made by battered women in several different societies. The authors examine new interventions to assist victims/survivors, perpetrators, and their children.

- Egan, G. (2002). *Exercises in helping skills* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0534-36732-1.  
This is the manual to accompany *The skilled helper*. See next entry.
- Egan, G. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping* (7<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36731-3.  
This new edition focuses on “positive psychology” throughout and includes Internet resource information.
- Elkind, E. (1981). *Children and adolescents: Interpretive essays on Jean Piaget*. New York: Oxford University Press. ISBN: 0-195-02821-X.  
*Children and Adolescents* presents fifteen essays, where the author demonstrates how Piagetian theory can be used to derive practical implications for education and clinical diagnosis. He presents Piaget’s basic concepts and outlines the stages of intelligence development, as Piaget understands them.
- Ellis, R. A., & Sowers, K.M. (2001). *Juvenile justice practice: A cross-disciplinary approach to intervention*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36795-X.  
This book contains foundational information for interaction with juvenile offenders, current assessment instruments, sample interviewing tools, effective intervention strategies, case studies, and Internet and database resources.
- Ermann, M. D., & Shauf, M.S. (2003). *Computers, ethics, and society* (3<sup>rd</sup> ed.). New York: Oxford University Press. ISBN: 0-195-14302-7.  
This collection includes articles on specific ethical dilemmas related to contemporary issues and events. Issues such as cyber-terrorism, the ethics of downloading music from Internet site, and the question of whether human beings may someday be “replaced” by artificial intelligence are covered.
- Evans, M.D. (1986). *This is me and my two families*. New York: Magination Press. ISBN: 0-945354-06-1.  
A Self Awareness Scrapbook/Journal for children living with two families. A special book for children and adults to work on together.
- Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen & listen so kids will talk*. New York: Avon Books. ISBN: 0-380-81196-0.  
This book, aimed at parents, gives insight into what adults need to more effectively communicate with children and adolescents.
- Falvey, J.E. (2002). *Managing clinical supervision: Ethical practice and legal risk management*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-53074-5.  
Features supervisory guidelines for NASW, AAMFT, and others.
- Falvey, J.E., Caldwell, C.F., & Cohen, C.R. (2002). *Documentation in supervision: The focused risk management supervision system (FoRMSS)*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-52565-2.  
This workbook is filled with forms that can be used to monitor and document supervisors’ professional activities.
- \* Farley, O.W., Smith, L.L., & Boyle, S.W. (2009). *Introductions to social work* (11<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-62576-5, ISBN: 0-205-62576-2.  
New in this edition is new information on international perspectives to the profession, information concerning the plight of children in the U.S., introduction of the “best practices” concept, strengthening generalist practice, the integration of systems theory, evidence-based practice, clients experiencing poverty, clients with disabilities, motivational interviewing, and much more.
- \*Farley, O.W., Smith, L.L., & Boyle, S.W. (2008). *Themes of the Times for introduction to social work and social welfare: A collection of articles from The New York Times* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-51863-0, ISBN: 0-205-51863-X.  
This collection of article gives the reader “insight into current issues and debates, highlights interesting research, and shows some of the practical applications of studying social work and social welfare.”

\*Fauri, D.P., Wernet, S.P., & Netting, F.E. (2008). *Cases in macro social work practice* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-49847-5, ISBN: 0-205-49847-7.

New to this edition is “leadership in and understanding cross-cultural practice settings, strategies planning and leadership in nonprofit organizations, new cases set in South America and Africa, and complete literature updates with each case to assist students in delving further into specific settings, problems, and interventions.”

Fellin, P. *Mental health and mental illness: Policies, programs, and services*. Belmont, CA: Thomson Brooks/Cole.

Brief and accessible overview of issues surrounding public mental health policies and services in the U.S, including history, financing, and issues with special populations.

Ferrara, F. F. (2002). *Childhood sexual abuse: Developmental effects across the lifespan*. Pacifica Grove, CA: Brooks/Cole. ISBN: 0-534-57645-1.

A historical, theoretical, and research-based perspective about past and current findings concerning sexual abuse.

Finn, J. L., & Jacobson, M. (2003). *Just practice: A social justice approach to social work*. Peosta, IA: Eddie Bowers Publishing. ISBN: 1-57879-046-8.

This book introduces a new framework for social work that builds upon five key themes: meaning, context, power, history, and possibility. This book prepares social workers to engage in new forms of collaborative assessment, planning, intervention, and institution building that 21<sup>st</sup> century practice demands.

Frank, R. G., & Glied, S. A. (2006). *Better but not well: Mental health policy in the United States since 1950*. Baltimore: Johns Hopkins University Press. ISBN: 0-8018-8443-8.

The authors examine the well-being of people with mental illness in the United States over the past fifty years, addressing issues such as economics, treatment, standards of living, rights, and stigma. Marshaling a range of new empirical evidence, they argue that people with mental illness are faring better today than in the past. However, this disadvantaged group remains worse off than most others in society.

Fredricksen-Goldsen, K. I., & Scharlach, A. E. (2001). *Families and work: New directions in the twenty-first century*.

New York: Oxford University Press. ISBN: 0-19-511273-3.

This book offers a detailed analysis of the needs and experiences of employed caregivers and examines the full range of employees’ family care responsibilities, including the care of children, the ill, disabled working-age adults, and the frail elderly. It also explores the impact of gender, race and ethnicity, and occupational roles in meeting multiple employment and family demands.

Gambrill, E., & Pruger, R. (1997). *Controversial issues in social work ethics, values, and obligations*. Boston: Allyn & Bacon. ISBN: 0-205-19095-2.

Written for social work educators, the book is designed to deepen the readers understanding of the issues that arise in day-by-day practice by considering the opposing viewpoints.

Garbarino, J., Guttman, E., & Seeley, J. W. (1986). *The psychologically battered child: Strategies for identification, assessment, and intervention*. San Francisco: Jossey-Bass Publishers. ISBN: 1-55542-002-8.

This book is a comprehensive discussion on the psychological abuse of children.

\*Gibelman, M., & Schervish, P.H. (1993). *Who we are: The social work labor force as reflected in the NASW membership*. Washington, DC: NASW PRESS. ISBN: 0-87101-225-1.

The authors have taken the 1991 NASW membership data as the basis for their analysis and they have constructed a picture of this segment of the social work labor force. The chapters throughout the book take the reader through a logical sequence of descriptive material – the demography of the members, the practice settings in which members are found, the areas of practice and work functions they perform, and what they earn in return for these

activities.

- Gil, D.G. (1998). *Confronting injustice and oppression: Concepts and strategies for social workers*. New York: Columbia University Press. ISBN: 0-231-10673-4.  
A description of the dynamics of dehumanizing conditions, this short book presents strategies to address oppressive institutions and situations. Implications for social work practice and education are also presented.
- Gil, E. (1983). *Outgrowing the pain: A book for and about adults abused as children*. New York: Dell Publishing. ISBN: 0-440-50006-0.  
This short book is a guide for adults who were abused as children, and for the professionals who help them. It contains information to help adults move past the pain they experienced as abused or neglected children.
- Gil, E. (1991). *The healing power of play: Working with abused children*. New York: The Guilford Press. ISBN: 0-89862-467-3.  
This book describes how therapists can both facilitate constructive play therapy and intervene in posttraumatic play in order to help children who have been traumatized by abuse or neglect. Six detailed clinical vignettes of trauma from different types of abuse are presented, along with step-by-step guidelines for assessment and intervention.
- \*Ginsberg, L. H. (2001). *Careers in social work* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-33074-6.  
This text discusses becoming a social worker, building a professional career, and finding a social work job. Written from a practical perspective, it describes work environments and deals with job applications, licenses, credentials, salaries, benefits, and working conditions. (2 copies)
- Glicken, M. D. (2004). *Violent young children*. Boston: Allyn & Bacon. ISBN 0-205-38866-3.  
This text discusses and examines the increase in sexual and violent crimes committed by children under the age of twelve. Case studies and analyses aid students and professional in understanding child violent behavior, its source, and the most effective treatments. (3 copies).
- Goldenberg, H., & Goldenberg, I. (2002). *Counseling today's families* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36711-9.  
Practical, how-to book emphasizes practice with families of varying backgrounds, circumstances, needs, and problems.
- Goldenberg, H., & Goldenberg, I. (2002). *Family exploration* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-6651-1.  
A workbook for *Family therapy: An overview* (5<sup>th</sup> ed.). See next two entries.
- Goldenberg, I., & Goldenberg, H. (2002). *Family therapy: An overview* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-13746-6.  
Using case studies with transcripts of actual sessions, this text covers family therapy's history, development, training, research, and intervention techniques. Chapters cover gender, culture and ethnicity, and alternative family structures. The book presents new research on the relationships between family functioning and major medical disorders; as well as on a variety of standard models of family therapy.
- Goldenberg, H., & Goldenberg, I. (2002). *Family therapy: An overview* (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-35757-1.  
Authors present newest clinical and research developments with a comprehensive overview of the field.
- \*Gorin, S.H., & Flint, S.S. (2007). *Themes of the Times for health care and mental health: A collection of articles from The New York Times*. Boston: Allyn & Bacon. ISBN: 0-205-51182-1.  
This collection of article gives the reader "insight into current issues and debates, highlights interesting research, and shows some of the practical applications of studying health care and mental health."

- \*Granello, D.H., & Granello, P.F. (2007). *Suicide: An essential guide for helping professionals and educators*. Boston: Allyn & Bacon. ISBN: 0-205-38673-3.  
This book encapsulates literature on suicide into digestible chunks, offering both research-base information and practical skills. This new book is an ideal resource for graduate students in all helping professions and in education, as well as for practicing clinicians and K-12 educators. (2 copies).
- Gray, S. W., & Zide, M. R. (2006). *Psychopathology: A competency-based treatment model for social workers*. Belmont: Thomson Brooks/Cole. ISBN: 0-534-54210-7.  
This book provides knowledge about diagnostic entities as well as guidelines for professional interventions. Each diagnostic category is explained and illustrated in an informative and precise manner.
- Green, J. W. (1999). *Cultural awareness in the human services: A multi-ethnic approach* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-28632-1.  
This book uses an anthropological/ethnographic approach for cross-cultural or multicultural social work practice. This new edition brings together current information and recent theoretical advances, as well as a number of new topics.
- Greenstone, J.L., & Leviton, S. C. (2002). *Elements of crisis intervention: Crises & how to respond to them* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36639-2.  
Primer on crisis intervention distills the practice into clear, easy -to-understand language.
- Grier, W. H., & Cobbs, P. M. (1968). *Black rage*. New York: Basic Books.  
It is the first book to reveal the full dimensions of the emotional conflicts and the desperation of the black man in America --- the struggle to achieve manhood and womanhood; love, sex and marriage; family life; black character traits; the insidious effects of the living heritage of slavery.
- \*Groenwald, S. L., Frogge, M.H., Goodman, M., & Yarbrow, C. H. (1992). *Psychosocial dimensions of cancer: Part IV from cancer nursing principles and practice* (2<sup>nd</sup> ed.). Boston: Jones and Bartlett Publishers, Inc. ISBN: 0-86720-303-x.  
This book provides a research-oriented approach to the psychosocial issues related to cancer. Each chapter cites complete studies including statistical results related to family and individual psychosocial problems experienced in living with cancer and its treatment.
- Gubrium, J. F., & Holstein, J. A. (1997). *The new language of qualitative method*. New York: Oxford University Press. ISBN: 0-19-509993-1.  
This text examines the assumptions, objectives, and research questions of 4 major research traditions: naturalism, ethnomethodology, emotionalism, and postmodernism. The book draws on classic texts and integrates alternative perspectives and accommodates both traditional and contemporary concerns.
- Gubrium, J. F., & Holstein, J. A. (Eds.). (2001). *Institutional selves: Troubled identities in a postmodern world*. New York: Oxford University Press. ISBN: 0-19-512928-8.  
This book acknowledges the socially practical "self we live by". It brings together nine distinctive chapters that collectively address the institutional construction of troubled identities.
- Haddad, Y. Y., & Esposito, J. L. (Eds.). (1998). *Islam, gender, and social change*. New York: Oxford University Press. ISBN: 0-195-11357-8.  
The essays collected in this book place this issue in its historical context and offer case studies of Muslim societies from North Africa to Southeast Asia. These fascinating studies shed light on the impact of the Islamic resurgence of gender issues in Iran, Egypt, Jordan, Pakistan, Oman, Bahrain, the Philippines, and Kuwait. Taken together, the essays reveal the wide variety that exists among Muslim societies and believers, and the complexity of the issues under consideration. They show that new things are happening for women across the Islamic world, and are in many cases being initiated by women themselves. The volume as a whole militates against the stereotype of Muslim women as repressed, passive, and without initiative, while acknowledging the very real obstacles to women's initiatives in most of these societies.

- Hammond, D.C. (Ed.). (1990). *Handbook of hypnotic suggestions and metaphors*. New York: Norton & Company. ISBN: 0-393-70095-X.  
This book is a reference style collection of hypnotic suggestion and metaphor to be used by clinicians to help clients manage pain, prepare for surgery, ego-strengthen, overcome anxiety phobias and dental disorders, overcome medical, psychiatric, and sexual dysfunctions, beat addictions, concentrate more effectively, and practice imagery.
- Haynes, K.S., & Mickelson, J.S. (1986). *Affecting change: Social workers in the political arena*. New York: Longman. ISBN: 0-582-29027-9.  
Addressed the growing need for social workers to be present in the political arena in order to affect social policy. This text presents strategies to help social workers become politically sophisticated. (2 copies).
- Healy, L. M. (2001). *International social work: Professional action in an interdependent world*. New York: Oxford University Press. ISBN: 0-19-512445-6.  
This book is a comprehensive introduction that places social work history, practice, and policy, and education within an international perspective. Two main themes—global interdependence and professional action—are emphasized in this complete examination of an increasingly global profession.
- Hegar, R.L., & Scannapieco, M. (Eds.). (1999). *Kinship foster care: Policy, practice, and research*. New York: Oxford University Press. ISBN: 0-19-510940-6.  
This text offers a comprehensive analysis of kinship care, the fastest growing type of substitute care. Details the policy, practice, and research on kinship care.
- Heppner, P. P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation & research: A guide for students in the helping professions*. Belmont, CA: Brooks/Cole. ISBN: 0-534-55974-3.  
This book is comprehensive in its coverage of relevant topics and issues related to developing and writing a dissertation. It gives better attention to qualitative methods than similar texts.
- Hepworth, D.H., Rooney, R., & Larsen, J.A. (1990). *Direct social work practice: Theory and skills* (3<sup>rd</sup> ed.). Belmont, CA: Wadsworth Publishing Company. ISBN: 0-534-12366-X.  
The book integrates the major theories and skills that direct social work practitioners.
- Hepworth, D.H., Rooney, R., & Larsen, J.A. (2002). *Direct social work practice: Theory and skills* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36838-7.  
The book integrates the major theories and skills that direct social work practitioners.
- Herman, J.L., Morris, L.L., & Fitz-Gibbon, C.T. (1987). *The evaluator's handbook*. Newbury Park, CA: Sage Publications. ISBN 0-8039-3126-3.  
Provides an overview of program evaluation activities for both the seasoned and beginning evaluator.
- \*Hock, D. (1999). *Birth of the chaordic age*. San Francisco: Berrett-Koehler Publishers, Inc. ISBN: 1-57675-074-4.  
The author skillfully weaves together the story of VISA with his own remarkable life story and visionary philosophy to describe a new form of organization he calls “chaordic.” He presents practical concepts and ideas that constructively challenge our beliefs about the nature of our world and about transforming leadership, business and society.
- \*Hogan-Garcia, M. (2003). *The four skills of cultural diversity competence: A process for understanding and practice* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning. ISBN: 0-534-52475-3.  
The diverse offering of counseling texts represented in this book are based on the best Brooks/Cole teaching and learning tools available for the disciple. This book, specifically, has been developed to

meet the needs of counseling professors, students, and professionals. Written by talented and respected counselors and authors from around the United States—many of whom currently teach in counseling programs—their list of titles is varied and based on a tradition rich in ingenuity, diversity, and service.

Holstein, J. A., & Gubrium, J. F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York: Oxford University Press. ISBN: 0-19-511929-0.  
The authors discuss a different course of development, from the early pragmatists to contemporary constructionist considerations, rescuing the self from the scrap-heap of postmodern imagery. Glimpses of renewal are located in a new kind of ending, centered in an institutional landscape of diverse narratives, articulated in relation to an expanding horizon of identities. Not only is there a new story of self, but we're told that the self, itself, is narratively constructed (2 copies).

Horowitz, G. (1981). *Sadistic statistics: An introduction to statistics for the social & behavioral sciences*. Wayne, New Jersey: Avery Publishing Group. ISBN: 0-89529-135-5.  
This book presents material to learn basic statistics for social and behavioral sciences.

\*Houston-Vega, MK., & Nuehring, E.M. (with Daguio, E. R.). (1997). *Prudent practice: A guide for managing malpractice risk*. Washington, DC: NASW PRESS. ISBN: 0-87101-267-7.  
This book is an invaluable resource in a social worker becoming a better practitioner, not only because it sensitizes one to malpractice issues, but also because the means of reducing one's risk are the same as improving and fine tuning the social work conducted.

Howard, D. (Ed.). (1986). *A guide to dynamics of feminist therapy*. New York: Harrington Park Press. ISBN: 0-918393-37-X.  
A collection of articles that analyze the power and effectiveness of therapies designed for women: therapies that seek to challenge the status quo. Articles include topics such as appropriateness of self-disclosure, psychotherapy with women in male-dominated professions, stress, and sex stereotyping.

Jacobs, E.E., Masson, R.L., & Harvill, R.L. (2002). *Group counseling: Strategies and skills* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36757-7.  
The authors begin with an overview of the group process, including leadership functions, stages of groups, therapeutic forces, and purposes of groups. They offer in-depth attention to pregroup planning, how to begin a group, advanced skills, and how to close a group.

Jacobson, N., & Gottman, J. (1998). *When men batter women*. New York: Simon & Schuster. ISBN: 0-684-81447-1.  
The authors put together a comprehensive study of couples in which the husband battered the wife. The book highlights the study findings.

James, R.K., & Gilliland, B.E. (2005). *Crisis intervention strategies* (5<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole. ISBN: 0-534-56967-6.  
See also *CD-ROM and Workbook for Crisis Intervention* (Myer & James, 2005) in Multimedia Items above.

This instructor's edition is divided into sections entitled Crisis Intervention Theory And Application, Handling Specific Crises: Going into the Trenches, Crisis in the Human Services Workplace, and New Directions.

Jansson, B.S. (1988). *The reluctant welfare state: American social welfare policies – past, present, and future*. Belmont, California: Wadsworth Publishing Company. ISBN: 0-534-08490-7.  
A comprehensive, scholarly introduction to U.S. Social Welfare Policy.

Jansson, B.S. (2001). *The reluctant welfare state: American social welfare policies – past, present, and future* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36551-5.  
A comprehensive, scholarly introduction to U.S. Social Welfare Policy.

- Jansson, B.S. (2005). *The reluctant welfare state: American social welfare policies – past, present, and future* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole. ISBN: 0-534-57469-6.  
A comprehensive, scholarly introduction to U.S. Social Welfare Policy, with an added chapter on current policy issues.
- Johnson, J.L., & Grant, G. (Eds.). (2005). *Adoption*. Boston, MA: Pearson. ISBN: 0-205-38954-6.  
Provides an intimate glimpse into the thinking and actions of experienced practitioners working with clients dealing with adoption (2 copies).
- Johnson, J.L., & Grant, G. (Eds.). (2005). *Domestic violence*. Boston, MA: Pearson. ISBN: 0-205-38952-X.  
Provides an overview of the thoughts and actions of experienced practitioners who work with victims of domestic violence.
- Johnson, J.L., & Grant, G. (Eds.). (2005). *Foster care*. Boston, MA: Pearson. ISBN: 0-205-38950-3.  
Contributors to this text provide an examination into professional opinions and experiences of those working in the foster care system.
- Johnson, J.L., & Grant, G. (Eds.). (2005). *Medical social work*. Boston, MA: Pearson. ISBN: 0-205-38948-1.  
Provides and overview of the thought and actions of experienced medical social workers.
- Johnson, J.L., & Grant, G. (Eds.). (2005). *Mental health*. Boston, MA: Pearson. ISBN: 0-205-38947-3.  
Contributors to this text provide an examination into professional opinions and experiences of those working in the field pf mental health.
- \*Johnson, J.L., & Grant, Jr., G. (2005). *Substance abuse*. Boston: Allyn & Bacon. ISBN: 0-205-38942-2.  
This book’s goal is to “provide students with personal intimate glimpses into the thinking and actions of experienced practitioners working with clients on issues of substance abuse
- Johnson, J.L., & Grant Jr., G. (Eds.). (2007). *Sexual abuse*. Boston: Allyn & Bacon. ISBN: 0-205-48186-8.  
A casebook that provides students with personal and intimate glimpses into the thinking and actions of experienced practitioners working with these victims.
- \*Johnson, V. (1995). *Voices of the dream: African-American women speak*. San Francisco: Chronicle Books. ISBN: 0-8118-1113-1.  
In this book, the wise, witty and empowering words of African-American women from throughout history come to life. These compelling messages are accompanied by dramatic, original works by a wide range of contemporary African-American women artists
- \*Jones, K.L., Shainberg, L.W., & Byer, C.O. (1979). *Drugs and alcohol* (3<sup>rd</sup> ed.). New York: Harper & Row Publishers. ISBN: 0-06-043436-8.  
The authors provide a clear objective presentation of basic information that is vital to people when making important decisions concerning the use of drugs. The laws and restrictions governing drug distribution, medical use of drugs, and the effects of drugs on the central nervous system are thoroughly investigated.
- Kanel, K. (2003). *A guide to crisis intervention* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-54794-X.  
Introduction to the study and practice of crisis intervention.
- Karger, H. J., & Stoesz, D. (2002). *American social welfare policy: A pluralist approach* (4<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-8013-3311-3.  
This fourth edition attempts to provide the information necessary for the reemergence of social work in social policy, nationally and internationally. It includes separate chapters on the voluntary nonprofit sector, the for-profit corporate sector, and tax policy direction to a new strategy in social policy: tax expenditures. (3 copies).

Karger, H. J., & Stoesz, D. (2005). *American social welfare policy: A pluralist approach* (4<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-42073-7.

This text provides a comprehensive overview of social welfare policy in the United States while examining such cutting-edge issues as technology and social welfare policy and the relationship between tax policy and social welfare policy. This fourth edition attempts to provide the information necessary for the reemergence of social work in social policy, nationally and internationally.

\*Karger, H.J., & Stoesz, D. (2008). *American social welfare policy: A pluralist approach*. (5<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-53498-8 / 978-0-205-53498-2.

With ever-increasing demands on time and resources, today's college faculty and students want greater value, innovation, and flexibility in products and programs designed to meet teaching and learning goals. This unique program allows faculty and students to choose from a range of text and media formats that match their teaching and learning styles – and in the case of students, their budget.

Karp, C., Butler, T., & Bergstrom, S. (1998). *Activity manual for adolescents*. Thousand Oaks: SAGE Publications. ISBN: 0-7619-0949-4.

This manual provides guidelines for how to work one-on-one with teens that have experienced trauma.

\*Katz, M. B. (1986, 1996). *In the shadow of the poorhouse*. New York: BasicBooks- Perseus Books Group. ISBN: 0-465-03210-9.

The author masterfully explores the historical roots of the country's ambivalence toward welfare and the welfare state, revealing the patterns which have recurred from era to era and which continue to frustrate reformers to this day.

Kaufman B., & Wohl, A. (1992). *Casualties of childhood: A developmental perspective on sexual abuse using projective drawings*. New York: Brunner/Mazel. ISBN: 0-87630-652-0.

This book focuses primarily on the essential link between childhood sexual abuse and specific developmental problems.

Kay, P., Estepa, A., & Desetta, A. (Eds.). (1998). *Things get hectic*. New York: Touchstone. ISBN: 0-684-83754-4.

Stories by youth about the daily struggle to survive and remain hopeful in an increasingly violent world.

Kelly, K., & Ramundo, P. (1993). *You mean I'm not lazy, stupid or crazy?: A self-help book for adults with attention deficit disorder*. New York: Fireside. ISBN: 0-684-80116-7

As titled, a self help book for adults who have attention deficit disorder.

Kemp, A. (1998). *Abuse in the family*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-34198-5.

Author uses an ecological approach to examine family maltreatment with real-life case vignettes, media reports and suggested activities and readings.

Kernberg, P. F., & Chazan, S. E. (1991). *Children with conduct disorders: A psychotherapy manual*. New York: BasicBooks. ISBN: 0-465-01055-5.

This book is an overview of diagnosis and treatment interventions for conduct disordered children. It presents three tested methods of treatment: individual play, parent-training, and play group therapies, which can be used alone or in combination. Transcripts from actual sessions and step-by-step exposition of play techniques and verbal interventions are also provided.

Kilpatrick, A.C., & Holland, T.P. (2003). *Working with families: An integrative model by level of need* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-36008-4.

Author presents an integrative model for choosing specific intervention methods that meet the discriminate levels of need of particular families. This edition has an expanded section on spirituality, new case vignettes and current practice interventions. (2 copies).

\* Kilpatrick, A.C., & Holland, T.P. (2006). *Working with families: An integrative model by level of need* (4<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-44619-1.

This edition provides “an innovative model for choosing specific intervention methods that meet the

discriminate level of need of a particular family.”

- \* Kindle, P.A. (2008). *Themes of the Times for social welfare policy: A collection of articles from The New York Times* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN: 978-0-205-53024-3, ISBN: 0-205-53024-9. This collection of article gives the reader “insight into current issues and debates, highlights interesting research, and shows some of the practical applications of studying social welfare policy.”
- Kimmell, M. S. (2000). *The gendered society*. New York: Oxford University Press. ISBN: 0-195-12588-6. This book examines current thinking about gender, both inside academia and in our everyday lives.
- Kimmell, M. S. (2000). *The gendered society reader*. New York: Oxford University Press. ISBN: 0-195-12586-X. The first sections of *The Gendered Society Reader* are organized by discipline, collecting classic statements of different theoretical perspectives and research inquiries. The final sections address various substantive issues such as work, education, the family, and love and sex.
- Kirst-Ashman, K.K., & Hull, G.H. (2002). *Understanding generalist practice* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-52805-8. This guide provides students with the introductory knowledge and skills needed to work with individuals, groups, communities, and organizations.
- Kjosness, J., Barr, L., & Rettman, S. (2004). *Research navigator guide: The helping professions*. Boston: Pearson Education Inc. ISBN: 0-205-40832-X. This book is a ‘how to’ book for those researching with their computer. It gives journal database information, and explains how people can best search out the topics related to the helping professions that interest them.
- Krueger, M. A. (1998). *Youth work resources: Interactive youth work practice*. Washington, DC: Child Welfare League of America Press. ISBN 0-87869-707-6. Through essays, practice examples, and curriculum outline, this book promotes the theory that youth develop in moments and interactions that workers have the capacity to guide and teach.
- Kutchins, H., & Kirk, S. A. (1997). *Making us crazy*. New York: The Free Press. ISBN: 0-684-82280-6. This book discusses how the DSM (Diagnostic and Statistical Manual of Mental Disorders) has evolved, how diagnoses get invented and abolished, and how the manual gets used and misused.
- Lawson, D. M., & Prevatt, F.F. (1999). *Casebook in family therapy*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-34415-1. Actual case transcripts from major training centers (including the Brief Family Therapy Center, the Palo Alto Mental Research Institute, the Houston Family Institute, and the Family Therapy Institute of Washington, D.C.) are presented based on 12 different theories of family therapy.
- Leever, M., DeCiani, G., Mulaney, E., & Hasslinger, H. (2002). *Ethical child welfare practice*. Washington, DC: Child Welfare League of America. ISBN: 0-87868-819-6. This book is a practical, hands-on guide, addressing a range of topics specific to child welfare. A series of case studies at the end of each chapter offers readers the opportunity to apply the concepts they have learned and further equips them to make ethically sound decisions in the best interests of the children and families they serve.
- Leone, B. (Ed.). (1996). *Family violence*. San Diego, CA: Greenhaven Press. ISBN: 156510-370-X. Part of the Current Controversies Series, which examines important debates, this book presents divergent opinions on family violence issues. Issues include: Is family violence too broadly defined? Is the prevalence of family violence exaggerated? Who are the victims of family violence? How can family violence be reduced?
- Levenstein, P. (1988). *Messages from home: The mother-child home program and the prevention of school disadvantage*. Columbus, OH: Ohio State University Press. ISBN: 0-8142-0447-3.

This book tells the story of the Mother-Child Home Program's development by the Verbal Interaction Project, from its theory, experimental research, and case studies to follow-up research of Program graduates' school performance and, finally, to the Project's guidance of Program replication in over 80 communities in the course of twenty years.

- Levin, J. (2002). *The violence of hate: Confronting racism, anti-Semitism, and other forms of bigotry*. Boston: Allyn & Bacon. ISBN: 0-205-32247-6.  
Author explores the dynamics of hate and the roles we play, either actively or passively in allowing hate, prejudice, and violence to continue (2 copies) .
- Levitan, S. A. (1990). *Programs in aid of the poor* (6<sup>th</sup> ed.). Baltimore: The Johns Hopkins University Press. ISBN: 0-8018-4040-6.  
The author surveys federally funded programs that aid the poor and evaluates the consequences of policies of welfare and assistance programs. The book concludes with suggestions approaches that might be undertaken in order to alleviate poverty.
- Levitan, S. A., & Shapiro, I. (1987). *Working but poor: America's contribution*. Baltimore: The Johns Hopkins University Press. ISBN: 0-8018-3584-4.  
An intimate profile of America's working poor, including analysis of government efforts to aid them. The authors call for a series of reforms to assist the working poor.
- Lew, M. (1990). *Victims no longer: Men recovering from incest and other sexual child abuse*. New York: Harper & Row. ISBN: 0-06-097-300-5.  
This guide book helps male survivors of childhood sexual abuse to identify and validate their childhood experiences, explore strategies of survival and healing, work through issues such as trust, intimacy, and sexuality, establish a support network for continued personal recovery, and set future goals.
- Lewis, J. A., Dana, R.Q., & Blevins, G.A. (2002). *Substance abuse counseling* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36428-4.  
Thorough, practical, current, comprehensive overview of substance abuse counseling emphasizing individualized treatment perspective. Case studies are presented that illustrate innovative ways to select effective treatment modalities for each client with emphasis on culture, gender, social environment, mental health, and physical concerns.
- Lewis, J.A., Lewis, M.D., Packard, T., & Souflee, F. (2001). *Management of human service programs* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36886-7.  
Written by both counselors and social workers who offer perspective on theory, practice, issues and challenges of human service management.
- Lindsay, J. (1989). *Parents, pregnant teens, and the adoption option: Help for families*. Buena Park, : Morning Glory Press. ISBN: 0-930934-28-8.  
This book is aimed at the parents of pregnant teens. It offers ideas on how they can cope with the pregnancy, give support to the pregnant teen, realize the importance of options such as adoption, and deal with the grief that adoption may bring to themselves and their child.
- \*Lucas, C. J. (1994). *American higher education: A history*. New York: St. Martin's Griffin. ISBN: 0-312-12945-9.  
This book presents a fresh, incisive history which provides the reader with an essential perspective on current debates over such educational issues as access, costs, academic quality, social equity, and curricula. The text is sure to prove itself as an invaluable resource for assessing the present condition and future prospects of American colleges and universities.
- Lundman, R.J. (2001). *Prevention and control of juvenile delinquency* (3<sup>rd</sup> ed.). New York: Oxford University Press. ISBN: 0-195-13545-8.  
This book covers major recent trends in the prevention and control of juvenile delinquency. It includes an analysis of the neighborhood and individual-level origins of juvenile delinquency and contains a new chapter on DARE programs for children and adolescents and boot camps for juvenile offenders

- Maier, H.W. (1969). *Three theories of child development*. New York: Harper & Row Publishers. ISBN: 69-14983.  
An introduction to and comparison of the theories of Jean Piaget, Erik Erikson, and Robert Sears, with practice applications
- \*Maluccio, A. N., Ainsworth, F., & Thoburn, J. (2000). *Child welfare outcome research in the United States, the United Kingdom, and Australia*. Washington, DC: CWLA Press. ISBN: 0-87868-918-4.  
This volume reviews the bodies of outcome research on child welfare programs from the United States, the United Kingdom, and Australia, so that child welfare professionals can learn not only about programs and strategies that have been proven successful in their own country, but also successful programming and policies in other English-speaking countries in the world.
- \*Mann, M. (1970). *Marty Mann answers your questions about drinking and alcoholism*. New York, Chicago, San Francisco: Holt, Rinehart, & Winston Inc. ISBN: 0-03-081857-5.  
It is the author's hope that this book will help to close the death-dealing gap, between the knowledge we have and its full use, by bringing to the public some of the valid information about drinking and alcoholism that is so urgently needed.
- Mapp, S. C. (2008). *Human rights and social justice in a global perspective: An introduction to international social work*. New York: Oxford University Press. ISBN: 978-0-19-531345-1.  
This book serves as an introduction to the major issues and concepts in both human rights and social justice at the global level. Written by a University of Houston GCSW doctoral degree holder. (2 copies).
- Marger, M. N. (2005). *Social inequality: Patterns and processes* (3<sup>rd</sup> ed.). New York: McGraw-Hill. ISBN: 0-07-288041-4.  
This text provides an introduction to key concepts, new research findings, and theories in the major forms of social inequality—class, racial/ethnic, gender and political. Author explores inequality in the United States and other contemporary societies, and strives to develop an awareness of how inequality impinges on virtually all facets of individual and group life.
- Mars, B. L. (1999). *Bobbie's story: A feelings workbook*. Washington, DC: Child Welfare League of America Press. ISBN 0-87868-735-1.  
This children's book tells the story of a young child who was sexually abused and placed in foster care. Includes interactive pages that the child can use to for personal illustrations. Intended to accompany *Bobbie's Story: A guide for foster parents* (see below).
- Mars, B. L. (1999). *Bobbie's story: A guide for foster parents*. Washington, DC: Child Welfare League of America Press. ISBN 0-87868-701-7.  
This short booklet provides information about the sexual abuse of children, resulting behaviors and feelings, and suggestions for working with abused children as they deal with their experiences. Intended to accompany *Bobbie's Story: A feeling's workbook*.
- Martin, D. (2003). *Clinical practice with adolescents*. Toronto: Brooks/Cole. ISBN: 0-534-52382-X  
This book clearly describes the strategies involved in clinical work with adolescents.
- Martin, J.A. (2000). *Foster family care: Theory and practice*. Boston: Allyn & Bacon. ISBN: 0-205-30491-5.  
Author presents foster care service from a comprehensive and holistic perspective.
- Mason, M. A., Skolnick, A., & Sugarman, S.D. (Eds.). (1998). *All our families: New policies for a new century*. New York: Oxford University Press. ISBN: 0-19-510832-9.  
This book includes chapters on divorcing families, single-parent families, step-families, dual-income families, adolescent-parent families, and gay and lesbian families. It examines the myth of the disintegrating American family (2 copies).
- Mason, M. A., Skolnick, A., & Sugarman, S.D. (Eds.). (2003). *All our families: New policies for a new century* (2<sup>nd</sup> ed.). New York: Oxford University Press. ISBN: 0-195-14881-9.

This edition includes chapters on divorcing families, single-parent families, step-families, dual-income families, adolescent-parent families, immigrant families, and gay and lesbian families. It also examines the challenges to existing public policies that are brought on by problems such as custody disputes, family poverty, parental kidnapping, fathers who aren't really fathers, abuse and neglect, and the special psychological conditions faced by today's couples with newborns.

Mather, J.H., & Lager, P.B. (2000). *Child welfare: A unifying model of practice*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-26376-3.  
The authors focus on a multi-system view, present practice protocols and review the phases of SWIPP (Social Work Protocols in Practice) model applied to common child welfare situations.

Mattaini, M. (1993). *More than a thousand words: Graphics for clinical practice*. Washington, DC. NASW Press. ISBN: 0-87101-224-3.  
This book provides practical techniques that reduce the time and effort required to produce graphic simulations of client situations. It also presents ways to apply graphic visualization concepts to practice and practice research at the individual, family, group, organizational, and community levels.

May, G., & Raske, M. (Eds.). (2005). *Ending disability discrimination: Strategies for social workers*. Boston: Pearson Education Inc. ISBN: 0-205-37942-7.  
This book defines disability as a social construction, not as an immutable physical limitation, and gives social work students and practitioners a model that can be used to transform how people with disabilities are treated.

\*McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: W.W. Norton & Company. ISBN: 0-393-70002-x.  
The genogram is a graphic way of organizing the mass of information gathered during a family assessment and finding patterns in the family system. The authors present the genogram in a standard format for clearly outlining the principles underlying its interpretation and application. This book provides the ideal way to introduce all those involved in family treatment-family therapists, physicians, nurses, social workers, and trainees in these fields – to this essential assessment tool.

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention* (2<sup>nd</sup> ed.). New York: W. W. Norton and Company. ISBN: 0-393-70294-4.  
Widely used by both family therapists and family physicians, the genogram is a graphic way of organizing the mass of information gathered during a family assessment and finding patterns in the family system. The text provides a standard method for constructing a genogram, doing a genogram interview, and interpreting the results. (2 copies).

McGowan, B. G., & Meezan, W. (1983). *Child welfare: Current dilemmas • future directions*. Itasca, IL: F.E. Peacock Publishers. ISBN: 0-87581-287-2.  
This book provides an overview of the problems in the child welfare field and the antecedent conditions that contributed to their development. Then it discusses the policy and programmatic framework needed to enhance the functioning of families within the community. It also examines programmatic aspects of the child welfare system and suggests alternate strategies for meeting the needs of the children and families who appropriately enter this system of services.

McRoy, R. G., & Zurcher, L. A. (1983). *Transracial and inracial adoptees: The adolescent years*. Springfield, IL: Charles C. Thomas. ISBN: 0-398-04840-1.  
This book describes the experiences of black adolescents who were adopted either transracially (by white families) or inracially (by black families) at a very young age. Drawing upon symbolic interaction theory, the authors address the development of self-conceptions in black adolescent adoptees whose situational reference groups were white. The effects of contextual differences are explored by comparing transracial and inracial adoptees on many factors.

Meenaghan, T. M., Gibbons, W. E., & McNutt, J. G. (2005). *Generalist practice in larger settings: Knowledge and skill concepts* (2<sup>nd</sup> ed.). Chicago: Lyceum Books. ISBN: 0-925065-85-4.  
This book develops an understanding of the core of needed foundation knowledge and provides an organized approach to generalist macropractice. The text moves from the cognitive, assessment, and

evaluation components of practice to the derived specific practice skills. Throughout the text, the distinctive dynamics of communities, organizations, and change are emphasized.

- Mignon, S.I., Larson, C.J., & Holmes, W.M. (2002). *Family abuse: Consequences, theories, and responses*. Boston: Allyn & Bacon. ISBN: 0-205-29569-X.  
Author examines the relationship between family abuse and deviant behavior using an approach that integrates theory, research findings, and programmatic efforts. Includes an assessment of the quality of current treatment and prevention efforts, and also proposes various solutions to family abuse.
- Mikulas, W. L. (2002). *The integrative helper: Convergence of Eastern and Western traditions*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-52517-2.  
Text provides a practical overview of the fundamental dynamics of human behavior and consciousness, highlights important contributions from world perspectives that are not currently well known in Western psychology.
- Miller, J. (2001). *One of the guys: Girls, gangs, and gender*. New York: Oxford University Press. ISBN: 0-19-513078-2.  
This book examines the causes, nature, and meaning of female gang involvement. Miller situates the study of female gang membership in the context of current directions in feminist scholarship and research on both gangs and female criminal offenders. Unique in its approach, this book is a comparative study that examines both gang members and non-gang members to provide an accurate picture of the nature of gang life. The author draws on interviews from two contrasting cities, St. Louis, Missouri, and Columbus, Ohio.
- Miller-Perin, C.L., & Perrin, R.D. (1999). *Child maltreatment: An introduction*. Thousand Oaks, CA: Sage Publication. ISBN: 0-7619-1578-8.  
This text is designed to provide a comprehensive introduction to child maltreatment in order to help students understand the etiology, prevalence, treatment, and prevention of child maltreatment.
- Minuchin, S. (1974). *Families & family therapy*. Cambridge, MA: Harvard University Press. ISBN: 0-674-29236-7.  
The author presents six chapter-length transcripts of actual family sessions of effectively functioning families and those seeking therapy. The transcripts are then interpreted through theories of why families develop problems and what it takes to overcome them.
- Minuchin, S. (1984). *Family kaleidoscope*. Cambridge, MA: Harvard University Press. ISBN: 0-674-29231-6.  
This book challenges readers to consider some of the most perplexing and profound questions of the day through scripts of real sessions with families: why is our image of the ideal family so far from the common reality? Why is the family comparatively neglected? Why does our legal system promote confrontation rather than cooperation?
- Minuchin, S., & Fishman, H. C. (1981). *Family therapy techniques*. Cambridge, MA: Harvard University Press. ISBN: 0-674-29410-6.  
This practical, how-to-do-it book is the companion to *Families and family therapy* (Minuchin, 1974). It covers the skills needed from the opening sessions to the final moments to become an effective agent of change.
- Minuchin, S., Nichols, M., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston: Pearson Education. ISBN: 0-205-47012-2.  
A very practical book with regards to family therapy. Includes dialogue from case studies and step by step keys to effective assessment
- Miringoff, M., & Miringoff, M.L. (1999). *The social health of the nation: How America is really doing*. New York: Oxford University Press. ISBN: 0-19-513348-X.  
Students will find important information about drug abuse, children in poverty, life expectancy, crime, and health insurance coverage. By placing these facts in the context of national performance, students will be able to see where the nation is improving—for example, poverty among the elderly and infant

mortality have gotten better, and where the nation is losing ground—for example, suicide rates among the young are forty percent higher than in 1970 and income inequality is approaching its worst point in fifty years. In addition, the authors propose new indicators of social health such as the strength of community life and the level of public participation.

Morales, A.T., & Sheafor, B.W. (1995). *Social work: A profession of many faces* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-16201-0.

This introductory text is an overview of the social work profession with special care taken to introduce the relevant history and current vocabulary needed to function as a successful social worker.

\*Morales, A.T., Sheafor, B.W., & Scott, M. (2007). *Social work: A profession of many faces*. Boston: Pearson Education, Inc. ISBN: 0-205-47772-0.

This book's title reflects the several themes that have guided the book's development. The authors specifically chose the book's title because it focuses direct attention on social work and the common features that characterize this profession. The authors then draw the reader's focus to the different ways social work practice plays out in serving the many different people who become clients of social workers.

Mullahy, P. (1948). *Oedipus myth and complex: A review of psychoanalytic theory* (Evergreen ed.). New York: Grove Press.

This book shows the development of psychoanalytic theory from its early stages in the 1890's to the middle of the twentieth century. The major theories of Freud, Adler, Jung, Rank, Horney, Fromm and Sullivan are clearly outlined.

Murphy, B.C., & Dillon, C. (2003). *Interviewing in action: Relationship, process, and change* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-53896-7.

Ten-minute demonstration video enclosed.

\*Murphy, B.C., & Dillion, C. (2003). *Interviewing in action: Relationship, process, and change* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole-Thomson Learning. ISBN: 0-534-53888-6.

The authors provide a practical, theory-based approach that promotes change over time utilizing the client-clinician relationship as a medium for growth.

Myers, J. E. B. (2004). *A history of child protection in American*. U.S.A.: Xlibris Corporation. ISBN: 1-4134-2301-9.

This book tells the story of American efforts to protect children from abuse and neglect. The book begins in colonial times and works its way to the early twenty-first century.

Napier, A. Y., & Whitaker, C. (1978). *The family crucible: The intense experience of family therapy*. New York: Harper & Row. ISBN: 0-06-091489-0.

This book presents scenarios of one family's therapy experience and explains what underlies each encounter. Students will discover the general patterns that are common to all families.

Napier, A. Y. (1988). *The fragile bond: In search of an equal, intimate and enduring marriage*. New York: Happer & Row. ISBN: 0-06-015984-7.

The author draws extensively on his own marriage and on a series of vividly drawn cases to explore the forces within us that inhibit us from achieving more satisfying relationships. HE assists readers in setting out a clear path toward change.

Netherton, S. D., Holmes, D., & Walker, C. E. (Eds.). (1999). *Child and adolescent psychological disorders: A comprehensive textbook*. New York: Oxford University Press. ISBN:0-195-09961-3.

This book mirrors the organization of the DSM-IV. It goes beyond a listing of diagnostic criteria by addressing what to do after the diagnosis is made. Each chapter reviews the current research and provides diagnostic and assessment criteria, treatment recommendations, and assessment strategies for each disorder.

- Neukrug, E. (2002). *Skills and techniques for human service professionals: Counseling environment, helping skills, treatment issues*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-56768-1.  
A hands-on guide clarifying the relationships between theory, case conceptualization, stages of the helping relationship, and concrete skills.
- Nguyen, T. D. (Ed.). (2006). *Many paths, one purpose*. Lanham, MD: University Press of America. ISBN: 978-0-7618-3515-8.  
This book identifies fifteen different career tracks in social work and human services and presents testimonials from professionals in each track.
- Nichols, M. P. (1999). *Inside family therapy*. Boston: Allyn & Bacon. ISBN: 0-205-28412-4.  
The author traces the family's treatment from beginning to end with detailed accounts of actual clinical sessions and enriching these accounts with the personal experiences of the participants.
- Nichols, M. P. (2001). *The essentials of family therapy*. Boston: Allyn & Bacon. ISBN: 0-205-31683-2.  
The full scope of family therapy, its history, classic schools, latest development with emphasis on clinical practice, is described. (2 copies).
- \* Nichols, M.P. (2009). *The essentials of family therapy* (4<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-59216-3, ISBN: 978-0-205-59216-6.  
This book covers a full scope of family therapy which includes the history of it, latest developments, etc. Extreme focus is also placed the practical issues of family therapy, as well.
- Nichols, M. P., & Schwartz, R. C. (2004). *Family therapy: Concepts and methods* (6<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-35905-1.  
This new edition describes the latest approaches in family therapy while providing insightful commentary.
- Nichols, M., & Schwartz, R. (2007). *The essentials of family therapy* (3<sup>rd</sup> ed.). Boston: Pearson Education. ISBN: 0-205-49615-6.  
A family therapy book based more on clinical application than history or theory.
- Nichols, W.C. (1996). *Treating people in families: An integrative framework*. New York: The Guilford Press. ISBN: 1-57230-036-1.  
This book presents a treatment framework for family therapy with detailed case material. The two sections of the book provide a theoretical overview as well as detailed information on evaluation and treatment.
- Norris, M., & Wallace, B. (Eds.). (1965). *The known and unknown in child welfare research: An appraisal*. New York: National Association of Social Workers. ISBN: 65-21990.  
This is a report of the Institute on Child Welfare Research, held at Amherst, Massachusetts, September 8-11, 1963.
- Nunez, R. d. C. (2004). *Beyond the shelter wall: Homeless families speak out*. New York: White Tiger Press. ISBN: 0-9724425-1-0.  
This book gives readers a rare look at the other side of homelessness, the side that goes beyond a single need for housing. In the book, homeless mothers describe the confusion, challenges, and desperation that brought them to the shelter system. At a time when family homelessness has reached an all-time high, these first-hand accounts provide insight and clarity into the growing epidemic of American's poorest.
- O'Brien, T. M. (2004). *Child welfare in the legal setting: A critical and interpretive perspective*. New York: The Haworth Press. ISBN: 0-7890-2351-2.  
This study examines the legal system surrounding child welfare workers and highlights the need for agency-specific training. It challenges the traditional rules of child welfare and paves the way for alternate methods of conceptualizing and organizing child protection. It also explores why many family interventions fail and others never even occur.

- Okun, B. F. (2002). *Effective helping: Interviewing and counseling techniques* (6<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-51384-0.  
A practical introduction to counseling with a new chapter on current theoretical perspectives. Expanded sections are included on the issues and trends facing contemporary helpers, multicultural models, and the examination of solution-focused therapies in the managed-care environment.
- Parent, M. (1996). *Turning stones: My days and nights with children at risk*. New York: Harcourt Brace & Company. ISBN: 0-15-100204-5.  
The author recounts his experiences working with at-risk children in New York City's Emergency Children's Services.
- Parker, H. (1994). *The ADD hyperactivity workbook for parents, teachers, and kids* (2<sup>nd</sup> ed.). Plantation. Specialty Press. ISBN: 0-9621629-6-5.  
This book contains information regarding the characteristics, causes, diagnosis, and treatment of ADD. It also gives parents helpful tools in working with ADD (ADHD) children.
- \*Payne, M. (2000). *Teamwork in multiprofessional care*. Chicago: Lyceum Books Inc. ISBN: 0-925065-36-6.  
This text explores how team members in health and social care settings can use networking and teambuilding to strengthen their practice.
- Pearlman, L., & Saakvitne, K. (1995). *Trauma and the therapist*. New York: W.W. Norton & Company. ISBN: 0-393-70183-2.  
This book helps therapists identify and deal with countertransference and vicarious traumatization in Psychotherapy with Incest Survivors
- Pedersen, P. B., & Carey, J. C. (Eds.). (2003). *Multicultural counseling in schools: A practice handbook* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-32197-6.  
This 2<sup>nd</sup> edition seeks to meet the special needs of counselors being trained to work in K-12 settings in increasingly diverse American schools.
- Pelzer, D. (1999). *A man named Dave: A story of triumph and forgiveness*. New York: Dutton. ISBN 0-525-94521-0.  
The third story in David Pelzer's autobiographical trilogy, *A Child Called "It"* and *The Lost Boy*. This story chronicles the terror, recovery, and hope experienced by the author throughout his life.
- Perlmutter, F. D. (1997). *From welfare to work: Corporate initiatives and welfare reform*. New York: Oxford University Press. ISBN: 0-19-511015-3.  
This book offers a detailed, in-depth analysis of how private corporations and industries can become effective partners with government in training and hiring welfare recipients. It demonstrates that it is possible to combine bottom line goals with socially responsible goals. The core of the text offers a compelling success story using a case example of how Pennsylvania Blue Shield trained, hired, and retained several hundred welfare recipients on its workforce.
- Peterson, J.V., Nisenholz, B., & Robinson, G. (2003). *A nation under the influence: America's addiction to alcohol*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-205-32714-1.  
Newest views on America's use of, abuse of, and dependence on alcohol, with proven prevention and treatment approaches presented.
- Pohok, M. (1970). *Teaching and learning in social work education*. New York: Council on Social Work Education. ISBN: 69-340-24.  
A compilation of papers presented at the Council for Social Work Education, this text delves into the instructor-student relationship in social work graduate education.
- Pomeroy, E., & Wambach, K. (2003). *The clinical assessment workbook: Balancing strengths and differential diagnosis*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-57843-8.  
This workbook provides case examples to students taking courses in abnormal psychology, clinical assessment, psychopathology, and/or the DWM-IV-TR.

- \*Popple, P.R., & Leighninger, L. (2005). *Social work, social welfare, and American society* (6<sup>th</sup> ed.). Boston: Pearson Education, Inc. ISBN: 0-205-40181-3.  
The popular introductory text is written by two of the best-known authors in the social work and social welfare fields. The sixth edition continues to examine the values, ethics, and knowledge needed by social workers, as well as exploring social worker's current roles in social welfare programs. Strong coverage of the history of social welfare movements throughout the text allows students to place developments in a historical context.
- \*Popple, P.R., & Leighninger, L. (2008). *Social work, social welfare, and American society* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-52096-0 / 978-0-205-52096-1.  
With ever-increasing demands on time and resources, today's college faculty and students want greater value, innovation, and flexibility in products and programs designed to meet teaching and learning goals. This unique program allows faculty and students to choose from a range of text and media formats that match their teaching and learning styles – and in the case of students, their budget.
- \* Popple, P., & Vecchiolla, F. (2007). *Child welfare social work: Introduction*. Boston: Allyn & Bacon. ISBN: 0-205-27490-0.  
This book is a quick, introductory text for child welfare courses that cover policy and practice issues that revolve around this topic.
- Proulx, L. (2003). *Strengthening emotional ties through parent-child-dyad art therapy*. Philadelphia: Jessica Kingsley Publishers. ISBN: 1-84310-713-9.  
Aiming to reinforce and reestablish parent-child bonds, this book describes the theory and practice of dyad art therapy. Includes pictures of parent-child artwork.
- Putnam, F. (1989). *Diagnosis & treatment of multiple personality disorder*. New York: The Guilford Press. ISBN: 0-89862-177-1.  
This book is for therapists that are unfamiliar with dissociative disorders. It is a synthesis of ideas, techniques, and treatment philosophies gleaned from experienced therapists and work with many patients.
- Quinn, M. J., & Tomita, S. K. (1997). *Elder abuse and neglect: Causes, diagnosis, and intervention strategies* (2<sup>nd</sup> ed.). New York: Springer Publishing Company. ISBN: 0-8261-5122-1.  
A comprehensive model of detection, assessment, and intervention is presented to enable the practitioner first to identify the type of elder mistreatment, including physical, sexual, psychological, and financial. It then provides systematic and realistic interventions.
- Reid, W. J., & Shyne, A. W. (1969). *Brief and extended casework*. New York: Columbia University Press. ISBN: 70-79192.  
This book describes an experimental project to determine the relative effectiveness of several patterns of casework service in alleviating family problems.
- Reppucci N. D., Weithorn, L. A., Mulvey, E. P., & Monahan John. (Eds.). (1984). *Children, mental health, and the law: SAGE annual reviews of community mental health, 4*. Beverly Hills, California: SAGE Publications. ISBN: 0-8039-1469-5.  
This book provides a comprehensive state-of-the-art view of the relationship between mental health and legal concerns as they affect children in the mid-1980s. The book addresses four of the key topics in the area: the relationship of children to their families, to the health care system, to the juvenile justice system, and to the educational system,
- Reynolds, R. (1946). *Evaluating the field work of students*. New York: Family Service Association of America. Classic manual exploring methods of student evaluation.
- Robbins, J. H., & Siegel, R. J. (Eds.). (1983). *Women changing therapy: New assessments, values and strategies in feminist therapy*. New York: The Haworth Press. ISBN: 0-86656-240-0.  
This book is about feminist therapy, about women defining themselves and their own experiences within an egalitarian therapy relationship.

- \*Robbins, S. P., Chatterjee, P., & Canda, E. R. (1998). *Contemporary human behavior theory: A critical perspective for social work*. Boston: Allyn & Bacon. ISBN: 0-205-14920-0.  
This book develops a comprehensive presentation of theories for faculty teaching human behavior. The array of theory focuses on broader cultural, political, and economic perspectives. (2 copies).
- Roberts, A. R. (Ed.). (1996). *Helping battered women: New perspectives and remedies*. New York: Oxford University Press. ISBN:0-19-509587-1.  
The three sections this book is divided into are: 1) Social Action, Research, and Policy Reforms; 2) Criminal Justice Responses; 3) Assessment, Intervention, and Specialized Programs. This book provides empirically-based and realistic overview of policies and intervention methods. It focuses on a full range of policies and programs which include case management service models, 24-hour hotlines and crisis intervention programs, social worker-police collaboration, mandated arrest of batterers, electronic technology, and group/play therapy for the children of battered women: methods which all seek to break the inter-generational cycle of abuse.
- Roberts, A. R., & Greene, G. J. (2002). *Social workers' desk reference*. New York: Oxford University Press. ISBN: 0-195-14211-X.  
This volume focuses on the needs of frontline practitioners in private, non-profit, and public settings—including case managers, clinical social workers, supervisors, and administrators. Each of the 146 chapters provides tools and resources, such as best practices, program evaluations, step-by-step treatment plans and validated assessment scales. A chapter on “Domestic Violence and Child Protective Services: Risk Assessments” is found in the Forensic Social Work section.
- Robertson, J., & Robertson, J. (1971). *Young children in brief separation: A fresh look*. New York: Quadrangle Books.  
This is a paper reprinted from *The Psychoanalytic Study of the Child*, 26(264-315).
- Rothman, J. (2005). *From the front lines: Student cases in social work ethics* (2<sup>nd</sup> ed.). Boston: Pearson Education Inc. ISBN: 0-205-41269-6.  
A casebook of different ethical dilemmas, followed by step by step processes for making ethical decisions.
- Rothman, J., Erlich, J. L., & Tropman, J. E. (Eds.). (2001). *Strategies of community intervention* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole—Thomson Learning. ISBN: 0-87581-436-0.  
This book takes a broad view of community organization, viewing it as a rich and diverse field of practice that includes policy analysis and development, program planning, administration and evaluation, and resource development and allocation. This edition emphasizes strategic and tactical considerations in community change.
- Rourke, B.P., & Fuerst, D.R. (1991). *Learning disabilities and psychosocial functioning: A neuropsychological perspective*. New York: The Guilford Press. ISBN: 0-89862-767-2.  
A synthesis of published research, the book provides a detailed description regarding the psychosocial functioning on children, and to some extent, adults, with learning disabilities.
- Rosewater, L. B., & Walker, L. E. A. (Eds.). (1985). *Handbook of feminist therapy: Women's issues in psychotherapy*. New York: Springer. ISBN: 0-8261-4970-7.  
This book is a comprehensive introduction to feminist therapy.
- Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (1999). *Evaluation: A system approach*. (6<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.  
This sixth edition includes the latest techniques and approaches to evaluation as well as guidelines for how evaluations should be tailored to fit programs in social contexts. This edition provides additional focus on diagnostic procedures.
- Royse, D.D., Dhooper, S. S., & Rompf, E.L. (2003). *Field Instruction: A guide for social work students* (4<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-36019-X.  
Student-friendly guide addresses common questions, concerns, and problems students encounter in their field experiences, and provides practical information for completing the fieldwork experience.

- \*Rubin, H. J., & Rubin, I.S., (2008). *Community organizing, and development* (4<sup>th</sup> ed.). Boston: Pearson Education, Inc. ISBN: 0-205-40813-3.  
The text provides a comprehensive introduction to the wide variety of approaches that guide social change, social activism, and community-building work. Community Organizing and Development links various theories of organizing to the techniques and tactics of practice. It is vividly illustrated using real-life practice examples.
- \*Rupp, J. (1988). *Praying our goodbyes*. Notre Dame, IN: Ave Maria Press. ISBN: 0-87793-370-7.  
This book is designed to help readers reflect, ritualize, and re-orient themselves-to help heal the hurts caused by goodbyes and the anxieties encountered by change.
- Rutter, M., Izard, C. E., & Read, P. B. (Eds.). (1986). *Depression in youth people: Developmental and clinical perspectives*. New York: Guilford. ISBN: 0-89862-660-9.  
This book integrates the contributions of both developmental psychology and psychiatry on depression among children and adolescents.
- Rychlak, J.F. (1981). *Introduction to personality and psychotherapy: A theory-construction approach* (2<sup>nd</sup> ed.). Boston: Houghton Mifflin Company. ISBN: 0-395-29736-2.  
An introductory text for understanding the framework for the study of personality. With instructor's manual. (2 copies).
- Rychlak, J.F. (1981). *Introduction to personality and psychotherapy: A theory-construction approach* (2<sup>nd</sup> ed.). (Instructor's manual) Boston: Houghton Mifflin Company. ISBN: 0-395-29737-0.  
Contains commentary and questions on each of the chapters in the Second Edition of *Introduction to personality and psychotherapy: A theory-construction approach*.
- Sarnoff, C.A. (1987). *Psychotherapeutic strategies in late latency through early adolescence*. Northvale, NJ: Jason Aronson, Inc. ISBN: 0-87668-937-3.  
Together with the volume below, these texts provide a source of psychotherapeutic strategies to be used with the emotional and adjustment issues of this population.
- Sarnoff, C.A. (1987). *Psychotherapeutic strategies in the latency years*. Northvale, NJ: Jason Aronson, Inc. ISBN: 0-87668-936-5.  
Together with the volume above, these texts provide a source of psychotherapeutic strategies to be used with the emotional and adjustment issues of this population.
- Saleebey, D. (2002). *The strengths perspective in social work practice* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-8013-3310-5.  
Author delineates the strengths-based approach to case management, practice with individuals and groups, and community development.
- Saltzman, A., & Furman, D.M. (1999). *Law in social work practice*. (2<sup>nd</sup> ed.). Chicago: Nelson-Hall Publishers. ISBN: 0-8304-1517-3.  
Written by an author team educated in both the law and social work, this book acquaints readers with major state and federal laws, regulations and court opinions that directly affect social work practice.
- Schaefer, C.E. (Ed.). (1976). *Therapeutic use of child's play*. New York: Jason Aronson, Inc. ISBN: 0-87668-165-8.  
Containing more than 50 essays by clinicians such as Virginia Axline, Erik Erikson, and Anna Freud on therapeutic approaches to play.
- Schaefer, C. E., & Briesmeister, J. M. (Ed.). (1989). *Handbook of parent training: Parents as co-therapists for children's behavior problems*. New York: John Wiley & Sons. ISBN: 0-471-62874-3.  
This book is the first single, comprehensive and practical guide to adapting parent training to specific childhood disorders. The fifteen programs outlined herein are based on a differential therapeutics approach and have been tailor-made for a variety of childhood behavior problems.

- Schottland, C.I. (1963). *The social security program in the United States*. New York: Appleton-Century-Crofts. The author, the former Commissioner of Social Security under Eisenhower, highlights the basis and controversies of Social Security.
- \*Seccombe, K. (2006). "So you think I drive a Cadillac?": *Welfare recipients' perspectives on the system and its reform* (2<sup>nd</sup> ed.). Boston: Pearson Education. ISBN: 0-205-48739-4.  
This book provides readers with stories from welfare recipients themselves: how they got onto welfare, what the reality of welfare (and welfare reform) is for them, issues with raising their families, and what their plans, hopes, and dreams are for the future. Welfare recipients who were interviewed by the author share their perspectives on work requirements, family caps, time limits, and other features of the new welfare reform (TANF) program. These qualitative interviews are theoretically grounded, and supplemented with up-to-date statewide and national data on welfare reform and its consequences. (2 copies).
- Segal, E. A. (2007). *Social welfare policy and social programs*. Belmont, CA: Thomson Brooks/Cole. ISBN: 0-534-64493-7.  
The author demonstrates how the myriad values of diverse groups in America have influenced current policies, and emphasized that analysis takes place through the lens of these often opposing values. International perspectives on values also are examined with respect to social welfare policies and social programs.
- Selznick, P. (1957). *Leadership in Administration: A sociological interpretation*. New York: Harper & Row Publishers. ISBN: 57-11350.  
Short text commenting in the sociological underpinnings of leadership and administrative organization.
- Shaffer, D., Lucas, C.P., & Richters, J.E. (Eds.). (1999). *Diagnostic assessment in child and adolescent psychopathology*. New York: The Guilford Press. ISBN: 1-57230-502-9.  
This volume offers a comprehensive review of the principal methods for assessing psychopathology in children aged 6-16. Chapters discuss the basis of the classification systems along with the assessment modalities available for children.
- Shafritz, J.M., & Russell, E.W. (2000). *Introducing public administration*. New York: Addison Wesley Longman, Inc. ISBN: 0-321-04483-5.  
Text provides a conceptual foundation for those who want to understand the inner workings of public sector administration.
- Sheafor, B.W., & Horejsi, C. R. (2003). *Techniques and guidelines for social work practice* (6<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-35231-6.  
This text focuses on basic techniques and guidelines that social workers use in everyday practice.
- Silverman, P. R. (2000). *Never too young to know: Death in children's lives*. New York: Oxford University Press. ISBN: 0-19-510954-6.  
This book brings together diverse fields of study and offers a practical as well as multifaceted theoretical approach to how children cope with death. Using stories of children's own experiences, supported by data from a large research study, Silverman explains the wide range of effects of loss upon children, the challenges they face as they grieve, and ways of supporting them as they change and grow in the bereavement process.
- Singleton, R. A., & Straits, B.C. (1999). *Approaches to social research* (3<sup>rd</sup> ed.). New York: Oxford University Press. ISBN: 0-195-10525-7.  
The beginning chapters deal with research methods and outlining the scientific and logical foundations of social research. Next, a typical research project is followed, beginning with research design, measurement, and sampling, proceeding to data collection, and ending with data processing and analysis. Experimentation, survey research, field research and the use of available data are covered.
- Singleton, R. A., & Straits, B. C. (1999). *Instructor's manual to accompany: Approaches to social research*. (3<sup>rd</sup> ed.). New York: Oxford University Press. ISBN: 0-195-10526-5.

Each chapter in the manual begins with a section on “lecture, discussion, and exercise ideas.” This section contains several suggestions for supplementing the text, such as additional examples of key ideas, lecture topics that expand the text’s presentations, classroom demonstrations, exercises for testing students’ knowledge and ability to apply research methods, and exercises for actively involving students in data collection.

Skidmore, R.A., Thackeray, M.G., & Farley, O.W. (1997). *Introduction to social work* (7<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-19341-2.

This introductory text presents a comprehensive overview of social work and social welfare.

Skinner, B.F. (1971). *Beyond freedom and dignity*. New York: Bantam/Vintage.

A seminal text on behavioral theory.

Skolnick, A.S., & Skolnick, J. H. (Eds.). (2003). *Families in transition* (12<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-35104-2.

This reader identifies the most current trends in families and intimate relationships and places them in a historical context. New to this edition are public debates on family structure and divorce, new developments in family law, and the new research on sexuality.

Skolnick, A.S., & Skolnick, J. H. (Eds.). (2005). *Families in transition* (13<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN 0-205-41823-6.

This reader identifies the most current trends in families and intimate relationships and places them in a historical context. Sixteen readings are new to this edition, including topics on cohabitation, modern American stepfamilies, child care in the U.S. and Europe, children’s adjustment following divorce, fatherhood and working parents.

Skolnick, J. H., & Currie, E. (Eds.). (2004). *Crisis in American institutions*. Boston: Allyn & Bacon. ISBN 0-205-37148-5.

This book provides readers with an array of articles that reflect on America’s social problems. Includes topics such as national security, corporate scandals, work and welfare, and health care.

Smelser, N.J., & Smelser, W.T. (1963). *Personality and social systems*. New York: John Wiley and Sons, Inc. ISBN: 63-16021.

An academic and pedagogic overview of the relations between social systems and personality intended to span the fields of psychology, social psychology, anthropology, and sociology..

Smith, T. B. (Ed.). (2004). *Practicing multiculturalism: Affirming diversity in counseling and psychology*. Boston: Allyn & Bacon. ISBN 0-205-33640-X.

This text facilitates effective multicultural practice by focusing on emotional reactions in multicultural scenarios, values and assumptions, and power, privilege, and contextual factors that impact multicultural practice.

Smykla, J. O. (1978). *Cocorrections: A case study of a coed federal prison*. Washington, DC: University Press of America. ISBN: 0-8191-0399-3.

This book details the research process and finding conducted at the coed FCI Pleasanton, California. It is the first attempt to meet the needs for recording and understanding life for prisoners and staff in a cocorrectional setting. What interpretation do women and men, inmates and staff, give to a cocorrectional environment and how does that process of interpretation shape their beings, their actions and their associations is the subject of this book.

\*Spatz, C. (1997). *Basic statistics: Tales of distributions*. Pacific Grove, CA: Brooks/Cole Publishing Company. ISBN: 0-534-26424-7.

This best-selling statistics book will help you develop an intuitive understanding of statistical reasoning. Using down to earth writing style, interesting examples drawn from everyday life, and tools designed to help the reader avoid mistakes, the author helps the reader succeed in this course.

Stevens, G., & Gardner, S. (1994). *Separation anxiety and the dread of abandonment in adult males*. Westport, CT: Praeger. ISBN: 0-275-94609-6.

This book takes a look at male psychology, with particular interest in the dread of abandonment in adult males.

Stewart, R. M. (Ed.). (1996). *Readings in social and political history* (2<sup>nd</sup> ed.). New York: Oxford University Press. ISBN: 0-1950-9518-9.

The text is organized into four thematic sections: Political Obligation and Consent, Freedom and Coercion, Justice and Equality, and Democracy and Representation. Each chapter features selections from classical thinkers alongside writings by influential contemporary philosophers and political theorists, thus tracing the historical development and transformation of Western political thought on key issues in the field.

Stone, A.S., & Stone, S.S. (Eds.). (1966). *The abnormal personality through literature*. Englewood Cliffs, NJ: Prentice-Hall, Inc. ISBN: 66-10193.

Various mental disorders are explored in this collection of excerpts from master story tellers. Includes excerpts from the works of Chekhov, Shakespeare, Dostoevsky, Poe, Steinbeck, Dickinson, and many more.

Stone, L. J., & Church, J. (1979). *Childhood & adolescence: A psychology of the growing person* (4<sup>th</sup> ed). New York: Random House. ISBN: 0-394-32086-7.

This book is created to serve as a text book on child development. It describes the development of child from the newborn to adolescence and after. It also provides the general principles that describe development, and the major theoretical approaches to understanding human psychological development.

Stone, L. J., & Church, J. (1979). *Childhood & adolescence: A psychology of the growing person*. (4<sup>th</sup> ed). (Instructor's Manual). New York: Random House. ISBN: 0-394-32086-7.

Contains general background information, chapter resources and test materials to the text *Childhood & adolescence: A psychology of the growing person* (4<sup>th</sup> ed).

Suppes, M. A., & Wells, C. C. (2003). *The social work experience: An introduction to social work and social welfare* (4<sup>th</sup> ed.). Boston: McGraw-Hill. ISBN: 0-07-248597-3.

This book is created to introduce students to the field of social work and its relationship to social welfare policy. It gives readers both an historical and practical overview of the profession. Three parts are included: social work and its context, professional practice settings and a look at the future.

Tavris, C. (1992). *The mismeasure of woman*. New York: Touchstone. ISBN: 0-671-79749-2.

When "man is the measure of all things," woman is forever trying to measure up. In this enlightening book, Carol Tavris unmaskes the widespread but invisible custom—pervasive in the social sciences, medicine, law, and history—of treating men as the normal standard, women as abnormal. Tavris expands our vision of normalcy by illuminating the similarities between women and men and showing that the real differences lie not in gender, but in power, resources, and life experiences.

Terr, L. (1990). *Too scared to cry*. New York: Basic Books. ISBN: 0-465-08644-6.

In this book, Lenore Terr M.D., studies childhood trauma by doing a longitudinal study of the children that survived a 1976 mass kidnapping and attempted murder in California.

Thomlison, B. (2002). *Family assessment handbook: An introductory practice guide to family assessment and intervention*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36598-1.

This is a basic practice guide for social work students and beginning human service professionals on how to complete a family assessment for case intervention.

Tice, C.J., & Perkins, K. (2002). *The faces of social policy: A strengths perspective*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-34502-6.

Written from a strengths perspective, this text focuses on the people who the social policies affect and analyzes various policies.

\* Timberlake, E. M., Zajicek-Farber, M. L., & Sabatino, C.A. (2008). *Generalist social work practice: A strengths-based problem-solving approach* (5<sup>th</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-51682-3, ISBN: 978-0-205-51682-7.

- This fifth edition presents additional concepts to the General Method, such as A strengths-based problem-solving approach. This approach looks into the effects of social pluralism, multiculturalism, and socio-demographic diversity through the aspects of individual and collective functioning of persons in their patterns of seeking and using help, their functioning in various environment settings and their worldviews.
- Trattner, W. I. (1989). *From poor law to welfare state: A history of social welfare in America* (4<sup>th</sup> ed). New York: The Free Press. ISBN: 0-02-932712-1.  
This book presents a panoramic overview of social welfare in the United States spanning from the colonial era to the election of President George Bush. The author highlights developments in child welfare, public health, mental health, and the evolution of social work as a profession and shows how these changes affected the treatment of the poor and needy in America.
- Travers, P. (2002). *The counselor's helpdesk*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-52633-0.  
This resource guide provides readers with an array of client issues, selected theories, and useful forms. (2 copies).
- Tropman, J.E., Erlich, J.L., & Rothman, J. (Eds.). (2001). *Tactics and techniques of community intervention* (4<sup>th</sup> ed.). Belmont, CA: Brooks/Cole—Thomson Learning. ISBN: 0-87581-435-2.  
This text is intended to help anyone interested in the development of community with specific emphasis on community creation, competence, sustenance, and enhancement. The book begins with an overview of tactics, then moves on to consider issues of: assessment, option development, decision making, mobilization, planning, evaluation, change, administration and management. The focus throughout the reading in this edition is practical problems.
- Tropman, J., & Tropman, E. (1999). *Nonprofit boards: What to do and how to do it*. Washington DC: CWLA Press. ISBN: 0-87868-694-0.  
This reading details the responsibilities of boards and explains how to articulate the nonprofit's vision and mission. It goes into describing the processes for evaluating the board, chair and directors, as well as explaining how to evaluate the board's decision making, and how to improve the 'dreaded' board meeting.
- \*Tyson, K. (1995). *New foundations for scientific social and behavioral research: The heuristic paradigm*. Needham Heights, MA: Allyn & Bacon. ISBN: 0-02-421901-0.  
This book challenges readers to review and reflect on the social work profession's engagement in knowledge building. The volume also offers a broad and flexible heuristic research paradigm that may well have the potential to make room for all readers' varied knowledge-building efforts.
- Van Hook, M.V., Hugen, B., & Aguilar, M. (Eds.). (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-58419-5.  
This text addresses a wide range of religious traditions to inform students of the role(s) that are likely to play in the lives of their clients.
- \*Wakenshaw, M. (2001). *This child of mine: A therapist's journey*. Richmond, VA: Harbinger Press. ISBN: 0-9674736-0-8.  
This reading is as much about the author's process of becoming a child therapist as it is about her clients. It is a story of healing; a journey that has no ending, but forever is held by hope.
- Walker, C. F., Bonner, B. L., & Kaufman, K. L. (1988). *The physically and sexually abused child: Evaluation and treatment*. New York: Pergamon Press. ISBN: 0-08-032768.  
This text incorporates a systematic presentation of the assessment and treatment of both physically and sexually abused children and their families. Case management matters are also covered in depth.
- Walker, L. E. (Eds.). (1988). *Handbook on sexual abuse of children: Assessment and treatment issues*. New York: Springer Publishing Company. ISBN: 0-8261-5300-3.  
This book focuses mostly on girls abused by fathers or father-substitutes, and includes chapters on the impact it has on the child, forensic and mental health assessment, treatment approaches and prevention.

- Wallace, H. (1998). *Victimology: Legal, psychological, and social perspectives*. Boston: Allyn & Bacon. ISBN: 0-205-19153-3.  
In this text, the author includes a global perspective on the study of victimology which includes: theories, responses, consequences, empowering victims, and impact of the crimes.
- Wallace, H. (2002). *Family violence: Legal, medical and social perspectives* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. ISBN: 0-205-31901-7.  
Additions in this 3<sup>rd</sup> edition include a series of “Promising Practices” that bring professional knowledge and accomplishments into the classroom. The author emphasizes special populations and the consequences of family violence.
- Walsh, J. (2000). *Clinical case management with persons having mental illness: A relationship-based perspective*. Belmont, CA: Wadsworth/Thomson Learning. ISBN: 0-534-34852-1.  
This book demonstrates to readers how establishing positive, long term relationships with clients is essential for facilitating change. This application of symbolic interactionist theory – the perspective that all people form their sense of attachment from relationships with others – is the very workable cornerstone of the author’s approach.
- Walsh-Burke, K. (2005). *Grief and loss: Theories and skills for helping professionals*. Boston: Pearson Education. ISBN: 0-205-39881-2.  
This text uses a rich variety of case examples to illustrate essential theories and skills. The author allows current and future helping professionals to see how these theories will enhance their own practice. Culture, spirituality, age, gender, and other factors that influence grief reactions are discussed, preparing readers to understand and work with diverse populations. Individual and programmatic responses to grieving people are also included.
- \*Wehrly, B. (1995). *Pathways to multicultural counseling competence: A developmental journey*. Pacific Grove, CA: Brooks/Cole Publishing Company. ISBN: 0-534-33849-6.  
Using this book’s approach to developing multicultural awareness, knowledge, and skills, the reader will examine themselves as a racial and cultural being and learn how to develop the competence needed for successful multicultural counseling.
- Weinberger, P. E. (1969). *Perspectives on social welfare: An introductory anthology*. New York: The Macmillan Company. ISBN: 69-10783.  
This reading presents an overview of the history, current functions and problems in social welfare. It examines social policy issues, problems, social work practice, and the social work profession from an analytical perspective.
- \*Weinerm F., Lee, M.H.M., & Bell, H. (1994). *Recovering at home after a stroke: A practical guide for you and your family*. New York: The Body Press/Perigee Books. ISBN: 0-399-51843-6.  
  
This book provides practical solutions for people recovering at home after a stroke, their families and/or caregivers. The authors believe strongly in the vital role of the individual in his/her recovery. However, this book does not attempt to replace the reader’s physician. Responsibility for any adverse effects or unforeseen consequences from the use of the information contained in this book is expressly disclaimed by the publisher and the authors.
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This volume of original papers provides an in-depth view of significant new developments in client-centered therapy. It gives readers a detailed picture of the richness and diversity in contemporary client-centered thought from the 1970s, and includes perspectives on the theory and practice of therapy, as well as applications of client-centered principles to a wider social milieu.
- Wiehe, V.R. (1998). *Understanding family violence*. Thousand Oaks, CA: Sage Publications. ISBN: 0-7619-1645-8.  
This text presents a thorough exploration of the major types of family violence, and details the range of abusive behaviors perpetrated within family systems.

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This guide addresses the needs of multiple audiences: battered women from various backgrounds, teenaged victims of dating violence, community leaders, and even the batterers themselves. Special chapters are included to clarify the responsibilities and limitations of, friends and family, shelter employees, health care providers, law enforcement officers, employers, and clergy. A comprehensive listing of local and national resources is also included to direct anyone interested in this issue to a network of people and information that can help.
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- Woodside, M., & McClam, T. (2002). *An introduction to human services* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole. ISBN: 0-534-36879-4.  
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This book “uses a practical and applied approach to show how to effectively form and facilitate groups.”
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\*Indicates new arrivals in FY09

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix D-11: Video Library Catalog**

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

**Video Library Catalog**

Monit Cheung, PhD, LCSW, Professor of Social Work  
Joe Papick, Director, Child Welfare Education Project

The following video entries can be checked out by UH faculty and CWEP students in Room 438 Social Work Building (713-743-8081 or ptaylor2@uh.edu). Additional video resources are listed in the second section of this catalog.

**A Simple Gift: Ending the Cycle of Hurt (14:30 minutes)**

This video highlights caregiver behaviors that can be frightening to young children and are linked to disorganized child-parent attachment and future emotional and behavioral problems. To help parents recognize and prevent interactions with their children that may be harmful, the video demonstrates simple examples of the behaviors with explanations of why they can frighten children. As well, more positive ways to interact with children are suggested. Please see <http://www.sickkids.ca/imp/section.asp?s=Our+Resources&sID=7507> for more information.

**Angel: A Story of Trauma and Recovery (53 minutes)**

In this video, Angel tells the compelling story of her recovery from the effects of severe, chronic childhood trauma. She explains how working as a nurse at Ground Zero in September of 2001 helped her to release her anger and complete her healing. The video provides a vivid, compelling account of the harm caused by child abuse and neglect. The video is intended to be understood by both mental health professionals and lay people. Please see <http://www.rossinst.com/vid-Angel.htm> for more information.

**APA Psychotherapy Videotape Series IV**

This series on relationships presents prominent psychologists illustrating how to work with patients experiencing problems with relationships. Available titles include:

- |                                     |                           |
|-------------------------------------|---------------------------|
| • <b>Working with Stepfamilies</b>  | <b>James H. Bray</b>      |
| • <b>Treating Difficult Couples</b> | <b>Douglas K. Snyder</b>  |
| • <b>Functional Family Therapy</b>  | <b>James F. Alexander</b> |

Please see <http://www.apa.org/videos/series4.html> for more information.

**Broken Child (HBO Documentary), 2000, Michael Mierendorf Producer. (1 hour)**

This documentary is narrated by Susan Sarandon and shows 4 different cases. In the first case, CPS investigates a neglect case in Houston, TX. The second case follows a Seattle woman who is a prostitute, crack addicted, pregnant, and already has had 5 children. The follow up of this case continues later in the video. This woman goes to rehabilitation during the 8th month of her pregnancy, delivers and keeps her baby, lives in a halfway house and eventually gets her own apartment and a part time job. She went and found one of her children who is 15 years old and living on the streets and she attempts to establish a relationship with him. Her son gets arrested and is charged with robbery and he is sentenced to 2 years in prison, but the judge sends him to drug rehabilitation instead. The third case is about an adoptive family whose child has brain damage due to his birth mother's drug and alcohol use. The child is violent and the adoptive parents have challenges in dealing with the boy, and also they fear for their own safety. The child is 8 years old and had been arrested for breaking into a neighbor's home, taking the neighbor's gun and attempting to shoot the neighbor. The final case shows children in a Baltimore school and follows a couple of the children, including one child whose brother had been shot and killed. The child suffers from PTSD.

[This video may be helpful to show in segments. The credits acknowledge Alan Sroufe and the Attachment Center at Evergreen Colorado.] Please see <http://srpublications.com/violence/broken-child-case-studies-of-child-abuse.htm> for order information.

**\*Child Welfare League of America (Series of 8 videos) (each video 16-21 minutes)**

This series of videos is designed to help child welfare and human service agencies better recognize and address AOD (Alcohol and Other Drugs) problems in order to protect children and strengthen and support families. It also provides a set of training videos for all levels of staff and caregivers to assure a consistent skill and knowledge level in addressing chemical dependency issues.

Act-1 Alcohol & other drugs: A competency-based training. It consists of the following videos:

**Video #1: Understanding Alcoholic and Other Drugs**

**Video #2: Children of Substance Abusers**

**Video #3: Drug-Exposed Infants**

**Video #4: Substance Abuse and Sexual Abuse**

**Video #5: The Multicultural Family**

Act-2 Alcohol & other drugs: A competency-based training. It consists of the following videos:

**Video #1: HIV Positive Babies and AIDS Prevention**

**Video #2: Prenatal Effects of Alcohol**

### **Video #3: The Challenge of Parenting**

#### **Come in from the Storm/China Doll.**

This tape also contains **Psychological maltreatment of children: Assault on the Psyche**, 1985, Pennsylvania State University. (28 minutes)

Come in from the Storm/China Doll depicts a scenario of an abusive mother and her young daughter. The mother yells at her daughter to come to dinner and the daughter does not come. The mother goes to the daughter's room and sees the daughter re-enacting the mother's own abusive behavior. The daughter is yelling at her doll as if she was her mother and the doll was the daughter. The mother gains some insight from witnessing this and calls for help and enrolls in a support group. This video is geared towards an audience with little knowledge of child maltreatment. It attempts to raise awareness. Please see <http://www.neguard.com/family/VideoLibrary.pdf> for order information.

The second piece was filmed in 1985 under a DHHS grant produced by Pennsylvania State. It simply shows a family in a living room a father, mother, and two children. The scenario depicts the parents' verbal and emotional abuse without physical abuse. Afterwards, each person speaks to the camera introspectively. The parents discuss their (illogical) thinking and rationale for their behaviors. The children explain how they feel during the abuse. At the end an unidentified narrator explains in a few minutes that there are consequences of being in an abusive environment and that families can change. This piece mainly depicts the psychological abuse. This segment is also for an audience with little knowledge of psychological abuse. Please see [http://penn.state.media.psu.edu/moreInfo\\_23541VH.html](http://penn.state.media.psu.edu/moreInfo_23541VH.html) for more information.

#### **Child-Centered Play Therapy (3 hours)**

On this tape, Dr. VanFleet provides an overview of CCPT: rationale, goals, toy selection, specific play session skills and methods, recognition of play themes, interpretation, and special issues. The video includes footage of an entire child-centered play session to illustrate concepts and methods. Please see

[http://playtherapy.com/plugins/MivaMerchants/merchant.mvc?Screen=PROD&Store\\_Code=FEPT&Product\\_Code=CCPT-DVD&Category\\_Code=VW](http://playtherapy.com/plugins/MivaMerchants/merchant.mvc?Screen=PROD&Store_Code=FEPT&Product_Code=CCPT-DVD&Category_Code=VW) for order information.

#### **Discipline: Teaching Limits with Love (27 minutes)**

Renowned child development expert Dr. T. Berry Brazelton explains why children actually look for behavioral limits. The video shows that a firm but gentle approach is best and demonstrates useful techniques to promote discipline. Learn why the limits children learn in their first few years can build a foundation for the rest of their lives. Dr. Brazelton also offers advice to help parents and caregivers manage their own emotions and avoid using physical punishment. Please see <http://store.parentsactionstore.org/prostores/servlet/Detail?no=10> for order information.

### **Essentials of Play Therapy with Abused Children (36 minutes)**

This informative video program from renowned practitioner and author Eliana Gil illuminates the unique benefits of play therapy for children who have been physically or sexually abused. Sharing her warmth and clinical insight, Dr. Gil brings viewers into the therapeutic playroom, describes how play activities fit into the reparative process, and provides helpful pointers for practice. Viewers learn about the basic materials Dr. Gil employs in her work with abused children, from art supplies, to the sandtray, puppets, dollhouses, masks, and more. Please see [http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/gil4.htm&dir=videos/child&cart\\_id=721881.18112](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/gil4.htm&dir=videos/child&cart_id=721881.18112) for more information.

### **Family Therapy with the Experts**

This series of videos features the theories of family therapy and counseling with real clients and real issues with leading family therapists. Seeing the leading therapists implement the theory with clients is intended to direct and strengthen future clinical practice. Titles available are:

- |                                    |                       |
|------------------------------------|-----------------------|
| • <b>Satir Therapy</b>             | <b>Jean McClendon</b> |
| • <b>Bowenian Therapy</b>          | <b>Philip Guerin</b>  |
| • <b>Imago Therapy</b>             | <b>Pat Love</b>       |
| • <b>Feminist Therapy</b>          | <b>Cheryl Rampage</b> |
| • <b>Solution-Oriented Therapy</b> | <b>Bill O'Hanlon</b>  |
| • <b>Strategic Therapy</b>         | <b>James Coyne</b>    |

Please see

[http://www.pearsonhighered.com/educator/academic/product/0,,020530673X,00%2Ben-USS\\_01DBC.html](http://www.pearsonhighered.com/educator/academic/product/0,,020530673X,00%2Ben-USS_01DBC.html) for more information.

### **\*Grandparents Raising Grandchildren (23 minutes)**

This video tells the stories of three grandparents who have taken on sole responsibility for raising their children's children. This hard-hitting investigation exposes some of the difficulties surrounding this growing phenomenon. It also profiles community programs which offer housing, counseling and financial services to grandparents. Please see [http://www.fanlight.com/catalog/films/292\\_grg.php](http://www.fanlight.com/catalog/films/292_grg.php) for more information.

### **Making Divorce Work: A Clinical Approach to the Binuclear Family (45 minutes)**

Constance Ahrons, PhD, demonstrates her clinical approach to working with divorced families in this instructive videotape. In a case situation based on clinical material, viewers observe a series of therapy sessions with a binuclear family. Please see [http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/ahrons.htm&dir=videos/fam&cart\\_id=721881.18112](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/ahrons.htm&dir=videos/fam&cart_id=721881.18112) for more information.

### **Play Therapy for Severe Psychological Trauma (36 minutes)**

Children who have been victims of abuse or other stressful events may exhibit severe trauma-related symptoms. In this instructive video program, play and family therapist Eliana Gil elucidates the nature of trauma, how to recognize it clinically, and how to manage its powerful effects upon children's development with the use of specific play materials and techniques. With a reenacted clinical interview, footage from an actual play therapy session, and a detailed discussion of dissociation and other symptoms associated with posttraumatic stress disorder (PTSD). Please see [http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/gil5.htm&dir=videos/child&cart\\_id=721881.18112](http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/gil5.htm&dir=videos/child&cart_id=721881.18112) for more information.

### **Searching for Family: Moments in the Lives of Children in Foster Care (19 minutes)**

Using scenes from the *Take This Heart* film and additional footage, this video was an overt pitch on behalf of foster kids, designed for screening at educational sessions on foster care. It identified who these foster kids were and what they needed and how the public could help. Concrete suggestions included becoming a tutor or mentor, donating goods and services, or hiring foster teens.

### **Sworn to Protect (Series of 6 videos) (each video 22-25 minutes)**

This series of videos includes information on the role of the law enforcement in child maltreatment investigation, issues of sensitivity and victim trauma, scope of child maltreatment and debunking myths of child maltreatment. Following is a list of the tapes in the series:

- **Tape 1: They're Counting on You**
- **Tape 2: On the Front Lines**
- **Tape 3: Conducting the Investigation**
- **Tape 4: Interviewing the Child**
- **Tape 5: Interviewing the Suspect**
- **Tape 6: Making the Case**

Please see

[http://tatis.muskie.usm.maine.edu/pubs/pubdetailWtemp.asp?PUB\\_ID=VSwornSet](http://tatis.muskie.usm.maine.edu/pubs/pubdetailWtemp.asp?PUB_ID=VSwornSet) for order information.

### **\*Telling It like It Is: Foster Youth and Their Struggle for Permanency**

This video tells the stories of ten former foster youth as they search to find a permanent connection. It can be viewed on line, and also available free of charge from California Permanency for Youth. Please see <http://www.cypyp.org/digitalstories.html> for more information.

**The Secret of the Wild Child. (53 minutes)**

This video tells the story of a girl, Genie, who was found in the Los Angeles area whose parents' had locked her in a room and tied to a potty chair for 10 years. The story catalogs the discovery and the various interdisciplinary research that was undertaken with Genie. A movie about the life of a boy named Victor "The Wild Child" came out a week after Genie was discovered. This video compares Genie and Victor's experiences. In the early 1800s Victor was found in the South of France, he had been abandoned at an early age and had been living in the wilderness with no human contact. Ethical research implications and dilemmas are addressed in both the cases. [Video quality is mediocre and the sound quality in parts is mediocre. Taped from television.] Please see <http://shop.wgbh.org/webapp/wcs/stores/servlet/ProductDisplay?productId=11110&storeId=11051&catalogId=10051&langId=-1> for order information.

**Texas Department of Protective and Regulatory Services. Child Protective Services Legal System: An Overview for Parents. (16 minutes)**  
**Child Protective Services Legal System: An Overview for Children. (6 minutes)**

This two part video explains first to parents and then to children the CPS system and processes. It is for parent's whose children who have been removed from the home. The second part is geared towards children who have been removed from the home.

In each part a number of questions are posed and a narrator, caseworker, and judge answer the questions. The questions for parents include; a) what is CPS, b) who are the people I have to deal with, c) why was my child removed from my home, d) where is my child, e) can I visit my child, f) what are my rights as a parent, g) what happens when I first go to court, h) how many times will I have to go to court, i) what do I need to do to get my child back, j) will I have an attorney, and k) will the police get involved.

Potential questions that children may have which are posed and answered include; a) what is CPS, b) what do foster parents do, c) will I see my mom and dad while I am in foster care, d) what are my mom and dad doing while I'm in foster care, and e) will I have lawyer.

**The Unquiet Death of Eli Creekmore. (58 minutes)**

This video shows a case of a child in Washington State who was eventually killed by his abusive father. The Herald Newspaper in Everett, Washington originally reported the story and then a Seattle paper picked up the story. The story is thoroughly told through a variety of sources including the newspaper reporters who followed and reported the story. Interviews include a relative, other community members and professionals (most of whom had reported the ongoing abuse to CPS). The Creekmore family had been referred to the Homebuilders program. The executive director of Homebuilders was interviewed about their services in general. The video shows the father's trial. Community outcry is

catalogued along with Washington State legislative action due to the case. At the end the cameras follow and interview a Seattle CPS worker on a visit. Issues of the balance of protecting the child and preserving the family are posed.

[The video is slightly repetitive. The sound and video quality is mediocre.] Please see <http://www.filmakers.com/indivs/UnquietDeath.htm> for more information.

**Understanding Traumatized and Maltreated Children** (Series of seven videos)  
(Each video approximately 30 minutes in length)

This is a seven-part series featuring Bruce D. Perry, M.D., Ph.D. and hosted by Art Linkletter. Comprehensive information is presented by Dr. Perry on the primary problems facing maltreated children and dynamic approaches for effective caregiving for professionals and lay people alike. The series includes:

- **Challenging Our Beliefs**
- **Violence and Childhood**
- **The Fear Response: The Impact of Childhood Trauma**
- **The Amazing Human Brain**
- **Living and Working with Traumatized Children**
- **Neglect: How Poverty of Experience Disrupts Development**
- **How the Brain Develops: The Importance of Early Childhood**

Please see <http://store.ctaproducts.org/untrandmachc.html> for order information.

**What can we do about Child Abuse? An informational Video, 1999, Office of the Attorney General Crime Victims' Compensation John Cornyn.** (20 minutes)

The Texas Attorney General hosts this video and the intended audience is professionals working with children. It also may be helpful for trainers teaching professionals about reporting child abuse. The video outlines the legal definitions of child abuse. Three child abuse and reporting scenarios are shown. For each scenario both an incorrect method and correct reporting method are shown. Closed ended and open-ended questions are explored and the best techniques are emphasized. An outcry witness is defined and the Texas Victims Compensation Act is discussed. The end of the video explains how, where, and when to report child abuse. Please contact the office of Texas Attorney General at (512) 463-2050 for more information.

**\*Y.O.U.T.H. Training Project** (Series of 6 videos)

The digital stories in this series of videos are short documentaries created entirely by current and former foster youth. The digital stories are a great tool for others to learn from the foster youth's perspective, but above all, it is a highly empowering for youth to be able to think about their story, tell it in their own way, and have it produced and used for the purposes of improving care. Following is a list of the videos in the series:

**Video 1: In Our Own Voices: Foster Youth Talk About Life in Care**

- Video 2: More Than A Case File: Foster Youth Tell Their Stories**  
**Video 3: Breaking The Silence: LGBTQ Foster Youth Tell Their Stories**  
**Video 4: Doing What's Right: Exploring Strengths in Social Workers and Foster Parents**  
**Video 5: Listening Underneath Case Notes: Foster Youth Stories About Group Homes, Probation, Education, and Family**  
**Video 6: What Made A Difference: Foster Youth Talk About Resiliency**

Please see

[http://www.youthtrainingproject.org/downloads/Digital\\_Stories\\_People\\_n\\_Themes.pdf](http://www.youthtrainingproject.org/downloads/Digital_Stories_People_n_Themes.pdf)  
for the list of digital story compilations, the people featured on each one, and a short summary of the stories.

For order information, please see

[http://www.youthtrainingproject.org/downloads/DS\\_order\\_form\\_08.pdf](http://www.youthtrainingproject.org/downloads/DS_order_form_08.pdf)

## **Additional Video Resources in Child Welfare**

### **A Community Response to Domestic Violence (120 minutes)**

This video is a short version of the eight-hour *City of Shelter* domestic violence training series for professionals. Part One of this video examines the dynamics of family violence, its impact on the community, and the effects on future generations. Part Two covers the roles of advocates, the criminal justice system and medical professionals, but also looks at how the larger community -- from workplaces and schools to religious settings, family and neighbors -- can interrupt the cycle of family violence. The video and its *Facilitator's Guide* encourage viewers to become actively involved in domestic violence awareness and prevention initiatives at the local level. Please see <http://www.cityofshelter.org/CityOrders2.html> for more information.

### **A Plan for Joseph: An Actual Family Group Conference (75 minutes)**

This video was edited from an actual four-hour Family Group Conference held in Santa Clara County, California, including private family time. An extended family returns for a follow-up conference concerning Joseph, who had been placed with relatives when his mother went to prison for drug abuse. Now released and in recovery, Joseph's mother is frustrated at the resistance of his caregivers to allow her, or even other members of the family, regular visitation rights. The video includes narration, and may be viewed in its entirety, or simply to promote discussion among interested professionals, especially those who are training to run family group decision meetings. Teaching Guide is available.

### **Aging Out: What Happens When You've Grown Up in Foster Care and Suddenly You're on Your Own?**

The film follows young people as they become parents, battle drug addiction, face homelessness, and even end up in jail. Despite their struggles, the film also shows these young people using the resiliency they developed during their years "in the system" to overcome their challenges. It also forces us to consider the strengths and weaknesses of the public systems that serve these youth, as well as the roles that private citizens and organizations can play. This film is available in both video and CD, and it has 2 versions: one for policy makers, one for community. Please see <http://www.jimcaseyouth.org/specialtopics/agingout/index.htm> for more information.

### **Antwone Fisher (120 minutes)**

The true story of ANTWONE FISHER tracks a remarkable young man on the path to recovery from physical and sexual abuse. Antwone Fisher (Derek Luke) is a young Navy sailor who is on verge of getting booted from the military because of his volatile temper when he is ordered to mandatory sessions with psychiatrist Dr. Jerome Davenport (Denzel Washington). After a few strained sessions, Fisher navigates through difficult memories of his Cleveland childhood, mostly of life with a vicious foster mother (Novella Nelson) who beats him on a regular basis (and refers to him not by name, but by

the n-word) and a foster sister who violates him sexually. Fisher and Davenport form a father-son bond (Fisher even adopts the doctor's wife [Salli Richardson] as a kind of surrogate Mom). And eventually he finds the strength to work through his anger and the courage to forge his first romantic relationship with Cheryl (Joy Bryant). Please see <http://www.imdb.com/title/tt0168786/> for order information.

**Behind Closed Eyes** (100 minutes) (Documentary in Various Languages with English Subtitles)

This film explores how four children of war learn to build a future, despite their past. These children develop compassion for themselves on their journey to survival. For those working with refugees from war torn countries, it tells through children's perspectives, the experiences of loss, disruption, and the adaptativeness required for resettlement. Please see <http://www.hrw.org/iff-00/behind.html> for more information.

**Bitter Earth: Child Sexual Abuse in Indian Country** (44 minutes)

This video is an educational tool for increasing the awareness of sexual abuse in Indian Country among community members and non-Indian service providers. It depicts the advantages of an interdisciplinary approach to the investigation, prosecution, and treatment in child sexual abuse cases. The content of the video may be disturbing to some viewers as it may trigger memories of abuse. Please see <http://www.ojp.gov/publications/infores/bitter/bitterea.txt> for order information.

**Black is ... Black Ain't: A Complex and Personal Exploration of the Multiplicity of Black Identity** (87 minutes)

This documentary is an up-front examination of racism, sexism, and homophobia within the black community itself. Bringing together personal stories, interviews, music, history, and performance, the film asks African Americans: What is black, black enough, or too black? It was produced and directed by Marlon Riggs, one of today's most explosively influential independent filmmakers who died of complications due to AIDS after making this film. Please see <http://newsreel.org/nav/title.asp?tc=CN0011> for more information.

**Child Behaviors** (35 minutes)

Four foster families share their experiences managing difficult behaviors and the effects of prenatal drug and alcohol exposure. Please see <http://www.lcsnw.org/concurrentplanning/index.html#Videos> for order information.

**Daddy and Papa** (57 minutes)

This film is a documentary that explores the personal, cultural and political ramifications of the growing number of gay men who are making a decision that is at once traditional and revolutionary: to become dads. Taking viewers inside four gay male families, DADDY & PAPA explores the many unique issues that these families face: the

ambiguous place of interracial families in America; the wonder and precariousness of surrogacy and adoption; the complexities of marriage and divorce within the gay community; and the legality of gay parenthood. DADDY & PAPA also explores the ways that these families resemble others as the dads take on the daily joys and struggles of raising healthy and happy children. Please see <http://www.pbs.org/independentlens/daddyandpapa/> for more information.

### **Disproportionality and Disparities for Children of Color in the Child Welfare System**

Casey Family Programs video (1-800-346-9669)

#### **Ellen Foster** (120 minutes)

After her mother's death, a young girl is separated from her abusive father and is sent between her various friends and relatives, always longing to find a place to call home. This film was nominated for Emmy. It also had another 1 win and 4 nominations. Please see <http://www.imdb.com/title/tt0133735/> for more information.

#### **Endless Dreams** (15 minutes)

To help address and improve educational outcomes for youth in care, Casey Family Programs developed this video to showcase the great potential of schools to support and enrich the lives of youth in care. The video features a young woman in care and describes how life in foster care impacts her education. Please see <http://www.casey.org/Resources/Publications/EndlessDreams.htm> for more information.

### **Excerpts from White House Focus on Youth Transitioning from Foster Care to Adulthood, 1999**

National Foster Care Awareness Project (202-942-0282)

#### **Failure to Protect (PBS Frontline Documentary)** (Series of three videos) (Each video 60 minutes in length)

What is the proper balance between saving a child and destroying a family? In a two-part series, this documentary probes the complexities and difficulties in trying to answer that question through a remarkable behind-the-scenes look at Maine's child protective services. Part one, **"The Taking of Logan Marr"**, tells the tragic story of a young girl who was killed while in state custody, and investigates the events that led to Logan's death. Maine's Department of Human Services (DHS) allowed FRONTLINE's producers to film their normally confidential child protective system from the inside for more than four months. The result is Part Two: **"The Caseworker Files"**. It follows a small set of caseworkers as they interact with families and each other and have to confront some excruciating dilemmas and choices. It reveals a child welfare system that in recent years has undergone a major philosophical shift. Following the broadcast of "The Caseworker

Files," FRONTLINE joins with the Fred Friendly Seminars in the televised "**A National Dialogue**". It features panelists - including child welfare experts and advocates - who share their reactions to hypothetical scenarios that help illuminate the complex and difficult decisions made every day by workers and policymakers in the child welfare system.

Please see <http://www.pbs.org/wgbh/pages/frontline/shows/fostercare/> for more information.

#### **Four Men Speak Out on Surviving Child Sexual Abuse (30 minutes)**

This tape presents actual survivors of child sexual abuse. They discuss how the abuse experience affected their lives and the steps they are taking toward recovery. They hope, that in speaking out, they will encourage acceptance and understanding of the recovery process for male survivors. Each person shares his own story. They speak of the devastation they experienced as children whose trust was violated. Please see <http://www.srpublications.com/violence/FourMenSpeakOutOnSurvivingChildSexualAbuse.htm> for order information.

#### **Foster Parents Speak (18 minutes)**

Foster parents talk about their reasons for becoming permanency planning foster families. They describe the challenges they face and identify support systems or philosophies that helped them survive. Please see <http://www.lcsnw.org/concurrentplanning/index.html#Videos> for order information.

#### **Knowing Who You Are (24 minutes)**

To help Youth in Care Develop Their Racial & Ethnic Identity, Casey Family Programs offers a three-part program called *Knowing Who You Are*. As a component of this program, this video starts by raising awareness of the issue of racial and ethnic identity formation of youth in care. In a documentary format, the video includes interviews and discussions with youth in care, alumni, birth parents, child welfare professionals, and resource families. The participants share their perspectives on the issue and the need to continually integrate identity development into child welfare practice. The online and in-person components then fill in the framework of knowledge and skills child welfare professionals need to assist youth with achieving a healthy sense of identity. Please see <http://www.casey.org/Resources/Projects/REI/> for more information.

#### **Interviewing for Child Sexual Abuse: A Forensic Guide (35 minutes)**

In this video, vignettes from simulated and actual child interviews guide viewers through sensitively gathering both general and abuse-focused information in a manner that is legally defensible. Faller shows how to gauge children's ability to report events accurately; which kinds of questions to ask and which to avoid; and how to use anatomical drawings and dolls appropriately. Viewers also see how Faller's

multidisciplinary evaluation team works collaboratively to arrive at a final determination. Please see <http://www.therapeuticresources.com/67-112text.html> for order information.

**Interviewing techniques for video-recorded child sexual abuse investigations: 15-year old female (video and DVD production). Houston, TX: University of Houston.** (30 minutes) Order from Dr. Monit Cheung, [mcheung@uh.edu](mailto:mcheung@uh.edu) (specify video or DVD)

This is an actual interview role played by two social work practitioners to describe a videotaping process of a forensic child sexual abuse interview. The alleged victim is a 15-year-old girl who was allegedly sexually abused by her mother's boyfriend for a period of time. The girl reported the first incident to her mother who did not believe in her complaint. This video (or DVD) is produced as an interactive training tape integrated with word slides that demonstrate a step-by-step process of the four stage interview approach: rapport, free narrative, questioning, and closure. An interview protocol handout can be provided upon request.

**Interviewing techniques for video-recorded child sexual abuse investigations: non-disclosure case (video and DVD production). Houston, TX: University of Houston.** (20 minutes) Order from Dr. Monit Cheung, [mcheung@uh.edu](mailto:mcheung@uh.edu) (specify video or DVD)

This is an actual interview role played by two social work practitioners to describe a videotaping process of a forensic child sexual abuse interview in a non-disclosure situation (i.e., the alleged victim does not disclose any sexual abuse). A mother reported that she suspected her son (8-year-old) was sexually molested by a neighbor. In this interactive training tape, a step-by-step process with training slides demonstrates the four stage approach: rapport, free narrative, questioning, and closure. Specific educational questioning techniques are used to clarify that it was indeed a false allegation.

### **Issues of Sovereignty and Children Welfare Practice in Indian Country**

Cannot locate links to this video. Texas Department of Family Protective Services has a copy. Contact Candice Holmes [[CANDICE.HOLMES@dfps.state.tx.us](mailto:CANDICE.HOLMES@dfps.state.tx.us)].

### **Kids Speak: Open Adoption** (18 minutes)

Adult adoptees tell their story of foster care placement and share their feelings regarding ongoing contact with their birth family. This retrospective video illustrates the success and challenges of four children. Adoptees give advice to other families from their own experiences. Please see <http://www.lcsnw.org/concurrentplanning/index.html#Videos> for order information.

**Kinship Care Practice Curriculum Training Videos** (Series of four videos) (Lengths range from 25 to 40 minutes)

The training videos are the companion pieces to the training manual which is intended to prepare child welfare caseworkers to engage family members of children in the custody

of the child welfare system in development of a permanent plan for the child. The training videos reflect the reality of pressures placed on child welfare practitioners and families to shorten the length of time children remain in state custody and to facilitate exit of children from the child welfare system through adoption or transfer of legal guardianship when children cannot swiftly and safely be reunified with their parents. The videos involve the same family, and the segments include:

- 1. Developing a Broad View of Family**
- 2. Discussing Permanency & Assessing Social Support**
- 3. Facilitating Family Decision Making**
- 4. Supporting Permanent Plans**

These videos can be viewed on line:

[http://www.uic.edu/jaddams/college/kincare/curriculum\\_videos/curriculum\\_videos.html](http://www.uic.edu/jaddams/college/kincare/curriculum_videos/curriculum_videos.html)

**Men Who Molest (PBS Frontline documentary, 1985) (52 minutes)**

This film is an exploration into the lives of four child molesters. Three of them are in treatment at the nation's largest community-based facility, Northwest Treatment Associates of Seattle. We witness dramatic group therapy sessions in which they struggle to control their deviancy through this tough-minded treatment system. Through close, intimate stories we learn how devastating this crime is to the child and the family. Please see <http://movies.nytimes.com/movie/32174/Men-Who-Molest-Children-Who-Survive/overview> for more information.

**Mihi's Whanau – A Maori Care and Protection Story (27 minutes)**

This video is one of the series of educational videos out of New Zealand that demonstrates conducting a family group conference. It is a very powerful reminder of the impact of culture and the workers role in being comfortable with allowing family traditions to take place in our work. Please see <http://www.cyf.govt.nz/Videos.htm> for order information.

**Nightline up Close: Foster Care Graduates (45 minutes)**

A writer and photographer from the Los Angeles Times, Phil Willon and Gail Fisher, devoted more than a year to see how three kids just out of the foster care system would cope. Please see <http://abcnewsstore.go.com/webapp/wcs/stores/servlet/DSIProductDisplay?catalogId=11002&storeId=20051&productId=2006548&langId=-1&categoryId=100041> for order information.

**Open Adoption (23 minutes)**

Open adoption is a very common outcome for children involved in concurrent planning foster care programs. Foster parents tell of the early stages of building trust and forming a

relationship with birth parents and discuss benefits that they anticipate from ongoing contact. Please see <http://www.lcsnw.org/concurrentplanning/index.html#Videos> for order information.

**Pathways to Permanence: Introduction to Mediation, Family Group Conferencing, & Concurrent Planning (30 minutes)**

This video provides a quick, easy to follow, and accurate overview for those interested in those three emerging strategies. Narrated by a young woman who spent many years in foster care, the first segment of this video discusses the philosophies and processes of Family Group Conferencing. Used by trainers nationwide, this video's opening segment creates an emotionally compelling portrait of this approach. Please see [http://www.americanhumane.org/site/PageServer?pagename=pc\\_fgdm\\_pathways\\_permanence](http://www.americanhumane.org/site/PageServer?pagename=pc_fgdm_pathways_permanence) for order information.

**Predators (60 minutes)**

This video is on the state of Washington's response to child molesters. Please see [http://www.apa.org/pi/und\\_grad.html](http://www.apa.org/pi/und_grad.html) for more information.

**Scared Silent: Exposing and Ending Child Abuse (51 minutes)**

This myth-shattering program is hosted by Oprah Winfrey, who kept silent for over twenty years about her own painful experiences as an abused child. She takes viewers on a graphic journey into the hearts and souls of six perpetrators of sexual, physical and psychological child abuse. Victims tell their own stories, and in some cases face their abusers. Perpetrators tell of being victims themselves, unraveling a tragic cycle that destroys lives, generation after generation. The pathways to recovery are explored in great depth as victim and abuser alike struggle with issues of guilt, shame, anger, and self-hatred. Please see <http://www.imdb.com/title/tt0281174/> for order information.

**Stepping into Latino Realities (25 minutes)**

This training video is an excellent tool for groups interested in learning more about communicating and working with Latino individuals and families. Divided into eight vignettes, the film highlights situations that service providers may encounter while working with Latino clients and their families. Each scene provides insight that helps viewers understand Latino cultures and prevent communication breakdowns. This video was designed as a companion piece to the 69 page manual, "*Latino Families and Domestic Violence: A Guide for Systems and Organizations Committed to Serving Latino Communities*". Please see <http://www.casadeesperanza.org/en/videos.html> for order information.

**Taken In: The Lives of America's Foster Children (56 minutes)**

This video looks at the pros and cons of foster care, focusing on a 15-year-old and his five-year-old sister. Although they are not Hispanic, they have been placed in a Spanish-speaking home, where there are three other children. The siblings talk about the difficulties of leaving their home, and trying to adjust to their new life. Please see <http://www.imdb.com/title/tt0326641/> for more information.

### **Techniques of Play Therapy: A Clinical Demonstration (50 minutes)**

In this lively introduction to play therapy techniques, the audience sees unrehearsed segments of initial play therapy sessions, follow-up sessions, and scenes from an initial parent interview. Viewers learn how to engage and communicate therapeutically with children, work with children from ages 4 to 12 at different stages of therapy, implement play techniques, and equip a tote bag with basic play therapy materials. Materials demonstrated include drawings, clay, Play-Doh, puppets, dolls, blocks, and card and board games. Please see <http://www.therapeuticresources.com/cgi-bin/e-commerce/cart/scripts/cart.cgi?itemnumber=377> for order information.

### **Teen Mental Health: Stress, Fears and Phobias**

This series helps students understand and learn to cope with the problems of stress, phobias, depression, and the consideration of suicide. The programs present positive and encouraging views on these subjects from an adolescent viewpoint, and tell those struggling with these problems not to give up, for they are not alone. The series contains 6 programs:

- 1. Fears and Phobias: Understanding and Defeating Them (21 minutes)**
- 2. It's Never Too Late: Stopping Teen Suicide (28 minutes)**
- 3. Stressed Out: Stress Management 101 (20 minutes)**
- 4. Sad, Angry, Lonely and Scared: The Masks of Depression (29 minutes)**
- 5. Hidden Scars, Silent Wounds: Understanding Self Injury (25 minutes)**
- 6. When Someone Dies: Bereavement and Loss (30 minutes)**

Please see [http://www.iptv.org/k12catalog/list\\_detail.cfm?ShowID=198](http://www.iptv.org/k12catalog/list_detail.cfm?ShowID=198) for more information.

### **The Children Remember: Life at the Minnesota State Public School for Dependent and Neglected Children (87 minutes)**

From the cover: "There were 10,635 of them between 1886 and 1945. Kids orphaned...or abandoned...or abused and sent to Owatonna, home of the MN State Public School for Dependent and Neglected Children. This documentary film is a story of stories told by those who were there. For some, it was circle of hell; for others, a safe haven." Please see <http://www.orphanagemuseum.com/documentary.php> for more information.

### **The Forrester Family: A Video Case Study (99 minutes)**

This training tool is a companion piece to the *Field Guide to Child Welfare* and uses the *Field Guide*'s Forrester Family case study to demonstrate casework from the intake through reunification. The *Field Guide to Child Welfare* is the first comprehensive source to give practitioners easy and immediate access to "best practice" standards—combined with hands-on, step-by-step application guidelines. The video includes instructor's guide. Please see <http://www.cwla.org/pubs/pubdetails.asp?PUBID=1217> for order information.

### **The Link Between Teen Depression and Suicide**

Healthyplace.com is a website providing a variety of mental health information. It produced videos and radio programs on a lot of mental health issues, including the following ones:

- 1. Is Your Child Depressed?**
- 2. Teen Suicide: Too Young to Die**
- 3. Risky Behavior in Teens: Sex, Drugs, and Rock and Roll**
- 4. Teens with Mental Health Problems: How It Affects Their Everyday Lives** (Radio program)
- 5. Teen Depression and Suicide** (Radio program)

All these videos and programs can be viewed online. Please see [http://www.healthyplace.com/Communities/depression/related/suicide\\_teens\\_2.asp](http://www.healthyplace.com/Communities/depression/related/suicide_teens_2.asp) for more information.

### **The Orphan Trains** (60 minutes)

This video was produced in 1995 by PBS and shown on "The American Experience." It was introduced by two-time Pulitzer Prize winning historian, David McCullough. The video includes extensive interviews with adults who were sent west on "the orphan trains," one man who adopted one of the children and the great grandson of Charles Loring Brace reading from Brace's diaries. It is guaranteed to bring tears to the eyes of viewers and insight into placement through the eyes of children. It includes historical background on the Children's Aid Society movement and its early efforts at foster care and adoption. Please see <http://www.pbs.org/wgbh/amex/orphan/index.html> for more information.

### **Through the Eyes of a Child: Reducing the Trauma of Child Removal** (22 minutes)

This program explores the many factors to be considered by social workers and police officers involved in child removal situations. Viewers will gain insight into how the experience might feel to the child, and how best to approach the removal in a manner that is least traumatic for the child and his family. Questions explored include, is removal really necessary? Is the child in immediate danger? Will the physical and emotional well-being of the child be compromised by removal? Upon deciding that removal is necessary, there are questions such as, where will the child be taken? What rights do the parents

have? How should the child's questions be answered? These and many other concerns are discussed in the program with thoroughness and sensitivity.

### **Treatment Approaches for Women (60 minutes)**

Substance use disorders present serious and unique health concerns for women. Unfortunately, few available services specifically address these needs. This program will examine how treatment services are changing to help women successfully navigate the road to recovery. It also explores other issues that can affect their recovery such as child care, co-occurring disorders, and domestic violence. This video can be viewed online or purchased through <http://ncadistore.samhsa.gov/catalog/productDetails.aspx?ProductID=17066>.

### **Truth, Lies, and Sex Offenders (34 minutes)**

This film is about sex offenders' denial and deceit. It demystifies the techniques sex offenders engage in to hide their crimes, from themselves and others. Through interviews with convicted sex offenders, clinician and scholar Anna C Salter focuses on important patterns that can help viewers understand and identify the sex offender's use of denial. Please see

[http://www.specializedtraining.com/products.php?product\\_id=87&title\\_app=%20%3E%20Video's](http://www.specializedtraining.com/products.php?product_id=87&title_app=%20%3E%20Video's) for order information.

### **Unlocking the Heart of Adoption (56 minutes)**

This documentary chronicles the true stories of adoptees, birthparents and adoptive parents in both same race and transracial adoptions. The film takes the viewer through an intimate journey of relinquishment and adoption, growing up adopted, raising an adopted child, living with silence and shame, and the search for answers. It gives the viewer a powerful way to understand the lifelong process of adoption. Please see <http://unlockingtheheart.com/www/index.htm> for more information.

### **Visits (32 minutes)**

Parent-child visiting is the crux of concurrent planning. Five foster families share their thoughts and feelings about their role in visit, how they established a meaningful relationship with the birth parents, and candidly discuss some of the problems that commonly occur. Please see

<http://www.lcsnw.org/concurrentplanning/index.html#Videos> for order information.

### **When Your Baby Cries (20 minutes)**

This is a primary prevention video designed to prevent shaken baby syndrome in the Native American population. Please see [http://www.apa.org/pi/und\\_grad.html](http://www.apa.org/pi/und_grad.html) for more information.

**Who Killed Adam Mann? (Frontline Documentary) (60 minutes)**

On March 5, 1990, in New York City, five year-old Adam Mann was beaten to death for eating a piece of cake. The autopsy indicated Adam had been battered by his parents for years. Frontline investigates Adam's death and reveals a documented record, stretching back seven years, of how New York City's child-welfare system failed to protect Adam and his three brothers from their violent parents. Please see <http://www.pbs.org/wgbh/pages/frontline/programs/info/1008.html> for more information.

**With Loving Arms (19 minutes)**

It was produced in 1989 by the Child Welfare League of America in part to assist in the recruitment of foster parents for HIV-infected children. It Comes with 25 page discussion guide, and includes authoritative statements by physician regarding transmission of AIDS virus, role of social work, and several foster and adoptive families (kin and non-kin) caring for HIV-infected children and the children in their care. It is very realistic and moving. The video is available at <http://srpublications.com/socialwork/With-Loving-Arms.htm>.

**Working with Birth Parents (28 minutes)**

Birth parents with a lengthy history of involvement with Children's Protective Services tell their story of addiction and recovery. Please see <http://www.lcsnw.org/concurrentplanning/index.html#Videos> for order information.

**Additional Video Resources in Child Welfare  
Web Links**

<b>Organization</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Child Welfare League of America</b>	There are numerous video resources available which can be accessed by subject, title and author.	<a href="https://www.cwla.org/pubs">https://www.cwla.org/pubs</a>
<b>Children's Defense Fund</b>	There are 8 video tapes on child welfare produced by CDF.	<a href="http://www.childrensdefense.org/site/PageServer">http://www.childrensdefense.org/site/PageServer</a>
<b>Filmmakers Library</b>	There is a collection of award-winning documentary films and videos primarily for educational use. Under the section of Sociology, a variety of videos on children are available for rental or sale, including adoption and foster care, criminal justice, substance abuse and et al.	<a href="http://www.filmakers.com/index.php?a=browseBySubject&amp;subjectID=57">http://www.filmakers.com/index.php?a=browseBySubject&amp;subjectID=57</a>
<b>Judith Granger Birmingham Resource Library</b>	This is a resource link developed by the Judith Granger Birmingham Center for Child Welfare at University of Texas at Arlington over the past 10 years. Titles of the videos and books can be accessed.	<a href="http://www2.uta.edu/ssw/ccw/resource_library/index.asp">http://www2.uta.edu/ssw/ccw/resource_library/index.asp</a>
<b>PBS FRONTLINE</b>	There are numerous video resources available through PBS FRONTLINE which can be accessed by category, including criminal justice, public policy, health and social issues. These video can be taped, purchased or watched on line.	<a href="http://www.pbs.org/wgbh/pages/frontline/">http://www.pbs.org/wgbh/pages/frontline/</a>
<b>Social Work Videos Research Guide</b>	The videos in this comprehensive video resource	<a href="http://lib.tcu.edu/resguides/Resguide.asp?ID=212">http://lib.tcu.edu/resguides/Resguide.asp?ID=212</a>

<b>Organization</b>	<b>Keyword Description</b>	<b>Web Address</b>
	list are available in the media library at the Texas Christian University.	
<b>Youth Communication</b>	These three links under Youth Communication provide some videos, DVDs and CDs produced by youth themselves.	<a href="http://www.youthcomm.org/miva/merchant.mv?Screen=CTGY&amp;Store_Code=YCE&amp;Category_Code=YD-VID">http://www.youthcomm.org/miva/merchant.mv?Screen=CTGY&amp;Store_Code=YCE&amp;Category_Code=YD-VID</a>  <a href="http://www.youthcomm.org/miva/merchant.mv?Screen=CTGY&amp;Store_Code=YCE&amp;Category_Code=YD-DVD">http://www.youthcomm.org/miva/merchant.mv?Screen=CTGY&amp;Store_Code=YCE&amp;Category_Code=YD-DVD</a>  <a href="http://www.youthcomm.org/miva/merchant.mv?Screen=CTGY&amp;Store_Code=YCE&amp;Category_Code=YD-CD">http://www.youthcomm.org/miva/merchant.mv?Screen=CTGY&amp;Store_Code=YCE&amp;Category_Code=YD-CD</a>

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix D-12: CWEP Resource Guide**

**University of Houston  
Graduate College of Social Work  
Child Welfare Education Project  
2009 Child Welfare Resource Guide**

Compiled by © Monit Cheung, PhD, LCSW ([mcheung@uh.edu](mailto:mcheung@uh.edu))

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>American Professional Society on the Abuse of Children (APSAC)</b>	P.O. Box 30669 Charleston, SC 29417	(877) 40A-PSAC (877) 402-7722  Email: <a href="mailto:apsac@apsac.org">apsac@apsac.org</a>	APSAC is a membership society dedicated to serving professionals who work with abused and neglected children, and thereby seeks to improve the quality of services to maltreated children and the adults who share and influence their lives.	<a href="http://www.apsac.org/">www.apsac.org/</a>
<b>American Bar Association Juvenile Justice Committee</b>	321 N. Clark St. Chicago, IL 60610	(800) 285-2221	Information on juvenile justice including research and training curricula. Useful links.	<a href="http://www.abanet.org/dch/committee.cfm?com=CR200000">http://www.abanet.org/dch/committee.cfm?com=CR200000</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>American Humane</b>	Write to National Headquarters:  63 Inverness Drive East, Englewood, CO 80112	(303) 792-9900  Email: info@americianhumane.org	Has a division on “Protecting Children” that supplies information such as “Best Practice” and “Prevention.” It also features its “National Child Protection Research Center” and “National Center on Family Group Decision Making.”	<a href="http://www.americanhumane.org/site/PageServer?pagename=pc_home">http://www.americanhumane.org/site/PageServer?pagename=pc_home</a>
<b>Centers for Disease Control and Prevention</b>	1600 Clifton Rd. Atlanta, GA 30333	Switchboard: (404) 639-3311 Public Inquiries: (404) 639-3534 (800) 311-3435	Health topics from A-Z, data and statistics. Useful links.	<a href="http://www.cdc.gov/">www.cdc.gov/</a>
<b>Center for Public Policy Priorities</b>	900 Lydia Street Austin, TX 78702	(512) 320-0222	Information on public policy initiatives in Texas, including childcare, Medicaid simplification, and the Omnibus Medicaid Policy Bill.	<a href="http://www.cppp.org">www.cppp.org</a>
<b>Child and Family Services Reviews</b>	1250 Maryland Avenue, SW Eighth Floor Washington, DC 20024	N.A.	Provides resources on the CFSRs that include background, results and analyses, and information on the program improvement process, working with other systems, and improving outcomes for children and families.	<a href="http://www.acf.hhs.gov/programs/cb/cwmonitoring/index.htm">http://www.acf.hhs.gov/programs/cb/cwmonitoring/index.htm</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Child &amp; Family WebGuide</b>	105 College Avenue Medford, MA 02155	(617) 627-3355	Describes and evaluates websites that provide research-based information on adoption, reading, health, etc. Useful links.	<a href="http://www.cfw.tufts.edu">www.cfw.tufts.edu</a>
<b>ChildTrauma Academy</b>	5161 San Felipe, Suite 320 Houston, Texas 77056	(281) 816-5604	Provides information on a variety of topics related to children. Articles on physical abuse, sexual abuse, violence prevention, and children and loss.	<a href="http://childtraumaacademy.org">http://childtraumaacademy.org</a>
<b>Children's Bureau</b>	1250 Maryland Avenue, SW Eighth Floor Washington, DC 20024	N.A.	Provides information on promoting the safety, permanency, and well-being of children.	<a href="http://www.acf.hhs.gov/programs/cb/index.htm">http://www.acf.hhs.gov/programs/cb/index.htm</a>
<b>Children's Protective Services in Harris County</b>	2525 Murworth Houston, TX 77054	(713) 394-4000  <b>**To report abuse call** 1-800-252-5400</b>	Describes Harris County CPS; provides information on children and youth, career and volunteer opportunities, and reporting abuse. Provides access to the annual report. Useful links.	<a href="http://www.hc-ps.org">www.hc-ps.org</a>

Organization	Address	Phone Number	Keyword Description	Web Address
<b>Children's Defense Fund</b>	25 E. Street, NW Washington, DC 20001	(202) 628-8787 800-CDF-1200 (800-233-1200)	Provides visitors access to information on the Children's Health Insurance Program (CHIP), gives state data, and includes a parent resource network. Useful links.	<a href="http://www.childrensdefense.org">www.childrensdefense.org</a>
<b>Child Welfare Information Gateway</b>	1250 Maryland Avenue, SW Eighth Floor Washington, DC 20024	(703) 385-7565 (800) 394-3366	Formerly the National Clearinghouse on Child Abuse and Neglect Information and the National Adoption Information Clearinghouse. Provides access to print and electronic publications, websites, and online databases covering a wide range of topics from prevention to permanency, including child welfare, child abuse and neglect, adoption, search and reunion, and much more..	<a href="http://www.childwelfare.gov/">http://www.childwelfare.gov/</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Child Welfare League of America</b>	2345 Crystal Drive, Suite 250 Arlington, VA 22202	(703) 412-2400	An association of more than 1,000 public and private nonprofit agencies that assist over 2.5 million abused and neglected children and their families each year. Site includes resources for families and professionals working with traumatized children.	<a href="http://www.cwla.org/">www.cwla.org/</a>
<b>Child Welfare Workforce and Training Resources</b>	1250 Marylan Avenue, SW Eighth Floor Washington, DC 20024	(800) 394-3366 (703) 385-7565	NEW website designed to assist the child welfare community in identifying and sharing training resources, activities, curricula, and materials aimed at enhancing the skills and qualifications of the child welfare workforce.	<a href="http://www.childwelfare.gov/systemwide/workforce/">http://www.childwelfare.gov/systemwide/workforce/</a>
<b>Houston Department of Health and Human Services</b>	8000 N Stadium Dr. Houston, TX 77054	(713) 794-9320	Contains information (in English and Spanish) on programs and services available to citizens; also provides health news and alerts, and proposed ordinances. Useful links.	<a href="http://www.houstontx.gov/health">http://www.houstontx.gov/health</a>
<b>David Baldwin's Trauma Information Pages</b>	See Web Address	(541) 686 2598	Award-winning site focuses primarily on emotional trauma and traumatic stress, including PTSD; updated monthly.	<a href="http://www.trauma-pages.com">www.trauma-pages.com</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Family Research Laboratory</b>	126 Horton Social Science Center University of New Hampshire Durham, NH 03824-3586	(603) 862-1888	A pioneer in research and education in the areas of domestic violence, violence in childhood, understanding family violence, and the impact of violence on families. Site provides quality research, reviews, and thoughtful policy and practice recommendations.	<a href="http://www.unh.edu/frl">www.unh.edu/frl</a>
<b>Kaiser Family Foundation</b>	2400 Sand Hill Rd. Menlo Park, CA 94025	(650) 854-9400	Provides information on a variety of health related topics including access to care, the uninsured, adolescent sex, children's health, and CHIP. Usual links.	<a href="http://www.kff.org">www.kff.org</a>
<b>Legislative Budget Board (TX)</b>	<b>Write:</b> P.O. Box 12666, Capitol Station Austin, TX 78711 <b>Visit:</b> Robert E. Johnson Bldg., 5 <sup>th</sup> Floor 1501 N. Congress Austin, TX 78701	(512) 463-1200	A permanent joint committee of the Texas Legislature that develops recommendations for legislative appropriations for all agencies of state government. Contains current responsibilities, contact information, schedules and hearings. Useful links.	<a href="http://www.lbb.state.tx.us">www.lbb.state.tx.us</a>

Organization	Address	Phone Number	Keyword Description	Web Address
<b>National Health Information Center (NHIC)</b>	P.O. Box 1133 Washington, DC 20013-1133	(800) 336-4797	NHIC puts health professionals and consumers who have health questions in touch with those organizations that are best able to provide answers. Useful links.	<a href="http://www.health.gov/nhic/">www.health.gov/nhic/</a>
<b>The National Center for PTSD</b>	N.A.	(802) 296-6300	A program of the U.S. Dept. of Veterans Affairs which carries out a broad range of activities in research, training, and public information about the effects of trauma. The primary focus of the Center has been combat veterans and their families, however, this focus has been expanded to include all forms of trauma, including child abuse.	<a href="http://www.ncptsd.va.gov/">http://www.ncptsd.va.gov/</a>
<b>National Center for Self Esteem</b>	N.A.	Email: <a href="mailto:members@self-esteem-ncse.org">members@self-esteem-ncse.org</a>	This website provides information about self esteem and a self-esteem self guide tour.	<a href="http://www.self-esteem-nase.org/index.php">http://www.self-esteem-nase.org/index.php</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>National Center on Shaken Baby Syndrome</b>	2955 Harrison Blvd., #102 Ogden, UT 84403	(801) 627-3399 (888) 273-0071	A useful website about Shaken Baby Syndrome (SBS). Publishes a quarterly newsletter featuring articles targeting professionals as well as family members who deal with SBS. Articles are written by experts in medicine, abuse investigations, and law enforcement, as well as from parents or family members of victims.	<a href="http://www.dontshake.com/">http://www.dontshake.com/</a>
<b>Office of Juvenile Justice and Delinquency Prevention (OJJDP)</b>	810 Seventh Street, NW, Washington, DC 20531	(202) 307-5911	Wealth of information regarding the prevalence of juveniles in crisis. Provides ample documentation of promising intervention programs. A primary sponsor of successful home-visitation models, the Safe Kids/Safe Streets project, Safe Start programs and the community policing initiatives taking place in many communities.	<a href="http://ojjdp.ncjrs.org/">http://ojjdp.ncjrs.org/</a>
<b>Budget of the United States Government</b>	N.A.	(866) 512-1800	Accessible information about our nation's budget.	<a href="http://www.gpoaccess.gov/usbudget/">http://www.gpoaccess.gov/usbudget/</a>

Organization	Address	Phone Number	Keyword Description	Web Address
<b>Zero to Three</b>	2000 M Street, NW, Suite 200 Washington, DC 20036	(202) 638-1144	A national, nonprofit organization dedicated solely to advancing the healthy development of babies and young children. They disseminate key developmental information, train providers, promote model approaches and standards of practice, and also work to increase public awareness about the significance of the first three years of life.	<a href="http://www.zerotothree.org">www.zerotothree.org</a>
<b>Office of Public Health and Science (OPHS)</b>	200 Independence Ave., SW Room 716G Washington, DC 20201	(202) 690-7694	The office serves as the focal point for leadership and coordination across DHHS in public health and science. Useful links to individual departments.	<a href="http://www.hhs.gov/ophs/">http://www.hhs.gov/ophs/</a>
<b>Prevent Child Abuse America</b>	500 N. Michigan Avenue Suite 200 Chicago, IL 60611	(312) 663-3520	This national organization has local offices in many cities, and focuses on raising the awareness of professionals in child welfare to prevent child abuse.	<a href="http://www.preventchildabuse.org">www.preventchildabuse.org</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>SAMHSA 's Mental Health Information Center</b>	Center for Mental Health Services P.O. Box 42557 Washington, DC 20015	1-800-789-2647 Monday through Friday, 8:30 A.M. to 12:00 A.M., EST	A section on Children's Mental Health is particularly useful. It contains online reading and resources for professionals and parents in providing tips to work with children and adolescents.	<a href="http://mentalhealth.samhsa.gov/">http://mentalhealth.samhsa.gov/</a>
<b>Texas Legislature Online</b>	N.A.	Legislative Reference Library: (512) 463-1252	Allows visitors to search bills, review committee schedules and membership in the Texas State Legislature.	<a href="http://www.capitol.state.tx.us/">http://www.capitol.state.tx.us/</a>
<b>The Library of Congress</b>	101 Independence Ave, S. E. Washington, D.C. 20540	(202) 707-5000	Allows access to legislative information, an online gallery; news & events, copyright office, and more.	<a href="http://www.loc.gov/">www.loc.gov/</a>
<b>U.S. Census Bureau</b>	Via U.S Postal Service (USPS): 4600 Silver Hill Road Washington DC 20233	N.A.	Site contains links to census data including the 2000 Census. Provides access to detailed tables, and information on people, businesses, geography, and special topics.	<a href="http://www.census.gov/">www.census.gov/</a>
<b>U.S. Department of Health &amp; Human Services (DHHS)</b>	200 Independence Ave., SW Washington, DC 20201	(877) 696-6775 (202) 619-0257	Contains information on a variety of programs served under the auspices of the DHHS. Useful links.	<a href="http://www.dhhs.gov">www.dhhs.gov</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>U.S. Government Accountability Office (GAO)</b>	441 G. St., NW Washington, DC 20548	(202) 512-3000	Provides readers with access to GAO reports, products, publications, and general information.	<a href="http://www.gao.gov/main.html">www.gao.gov/main.html</a>
<b>U.S. Government Printing Office (GPO)</b>	732 N. Capitol St., NW Washington, DC 20401	(866) 512-1800 (202) 512-1800	Federal government information at the executive, legislative, and judicial levels. Useful links.	<a href="http://www.gpoaccess.gov/index.html">www.gpoaccess.gov/index.html</a>
<b>Texas Department of Family and Protective Services</b>	701 W. 51st Street Austin, Texas 78751	(512) 438-4800	The mission of the Texas Department of Family and Protective Services is to protect children, the elderly, and people with disabilities from abuse, neglect, and exploitation by involving clients, families and communities.	<a href="https://www.dfps.state.tx.us/">https://www.dfps.state.tx.us/</a>

Organization	Address	Phone Number	Keyword Description	Web Address
<b>Child Abuse Prevention Network</b>	N.A.	Email: tom@child-abuse.com	It is the Internet Nerve Center for professionals in the field of child abuse and neglect. It provides unique and powerful tools for all workers to support the identification, investigation, treatment, adjudication, and prevention of child abuse and neglect.	<a href="http://child-abuse.com/">http://child-abuse.com/</a>
<b>Childabuse.com</b>	N.A.	N.A.	Comprehensive resource bringing awareness and education in preventing child abuse and related issues. Childabuse.com was created to support, inform and encourage those dealing with any aspect of child abuse, in a positive non-threatening environment.	<a href="http://www.childabuse.com/">http://www.childabuse.com/</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Child Welfare Research Center (CWRC)</b>	120 Haviland Hall, Berkeley, CA 94720	(510) 642-4341	CWRC provides groundbreaking research on a variety of child welfare issues including adoption, case management, foster care, and welfare reform. By: U.C. Berkeley Faculty of Health and Human Services Social Work Program	<a href="http://cssr.berkeley.edu/research_units/cwrc/index.html">http://cssr.berkeley.edu/research_units/cwrc/index.html</a>
<b>Child Welfare Review</b>	N.A.	Email: dlindsey@ucla.edu	Child Welfare Review provides articles, reports and essays related to welfare of children. It contains numerous links to resources.	<a href="http://www.childwelfare.com/kids/news.htm">http://www.childwelfare.com/kids/news.htm</a>
<b>The Stand for Children</b>	National Headquarters: 516 SE Morrison Street, Suite 410, Portland, OR 97214	(800) 663-4032	The Stand for Children's mission is to teach everyday people how to join together in an effective grassroots voice in order to win concrete, long-lasting improvements for children, at both state and local levels.	<a href="http://www.stand.org/">http://www.stand.org/</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Bright Futures</b>	N.A.	N.A.	Bright Futures is a national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professionals, the child, the family, and the community as partners in health practice.	<a href="http://www.brightfutures.org/">http://www.brightfutures.org/</a>
<b>Research and Training Center on Family Support and Children's Mental Health</b>	1600 SW 4 <sup>th</sup> Avenue, Suite 900, Portland, OR 97201	(503) 725-4040	The center is dedicated to promoting effective community-based, culturally-competent, family-centered services for families and their children who are, or may be affected by mental, emotional, or behavioral disorders.	<a href="http://www.rtc.pdx.edu/index.php">http://www.rtc.pdx.edu/index.php</a>
<b>The Annie E. Casey Foundation</b>	701 St. Paul Street, Baltimore, MD 21202	(410) 547-6600	The primary mission of this organization is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families.	<a href="http://www.aecf.org/">http://www.aecf.org/</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Center for Advanced Studies in Child Welfare (CASCW)</b>	205 Peters Hall, 1404 Gortner Avenue, St. Paul, MN 55108	(612) 624-4321	The Center brings the University of Minnesota together with county and state social services in a partnership dedicated to improve the lives of children and families.	<a href="http://cehd.umn.edu/ssw/cascw/">http://cehd.umn.edu/ssw/cascw/</a>
<b>National Resource Center for Child Welfare Data and Technology (NRC-CWDT)</b>	2345 Crystal Drive, Suite 250, Arlington, VA 22202	(703) 263-2024	The Center's mission is to assist state, local, and tribal child welfare agencies and courts in improving outcomes for children and families through the use of information technology. The Center also provides state data, resources and fact sheets related to child welfare.	<a href="http://nrccwdt.org/">http://nrccwdt.org/</a>
<b>The Future of Children</b>	N.A.	N.A.	The Center provides the David and Lucille Packard Foundation studies, reports, and articles regarding children, child welfare programs, and child development research.	<a href="http://www.futureofchildren.org/">http://www.futureofchildren.org/</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Child Trends</b>	4301 Connecticut Ave., NW, Suite 350, Washington, DC 20008	(202) 572-6000	Child Trends provides ground-breaking research, policy insights, program guidance, and emerging trends and issues related to child and youth.	<a href="http://www.childtrends.org/index.cfm">http://www.childtrends.org/index.cfm</a>
<b>Connect for Kids (CFK)</b>	N.A.	Email: info@connectforkids.org	CFK gives information and tools about issues affecting children, families, and communities and to take action to improve policies and programs.	<a href="http://www.connectforkids.org/">http://www.connectforkids.org/</a>
<b>National Court Appointed Special Advocates (CASA) Association</b>	100 West Harrison, North Tower, Suite 500, Seattle, WA 98119	(800) 628-3233	The Association supports a network of volunteer child advocates assisting children in the child welfare system. Information is also available in Spanish.	<a href="http://www.nationalcasa.org/">http://www.nationalcasa.org/</a>
<b>The Adoption Network</b>	N.A.	N.A.	The network provides search engine for adoption information, articles and news, forums for adoption, and other adoption sites. Some information is available in Spanish.	<a href="http://www.adoption.org/">http://www.adoption.org/</a>

<b>Organization</b>	<b>Address</b>	<b>Phone Number</b>	<b>Keyword Description</b>	<b>Web Address</b>
<b>Population Reference Bureau (PRB)</b>	1875 Connecticut Avenue, NW, Suite 520, Washington, DC 20009	(800) 877-9881	This Bureau informs people around the world, about population, health, and the environment, and empowers them to use that information to advance the well-being of current and future generations. Information is also available in Spanish and French.	<a href="http://www.prb.org/">http://www.prb.org/</a>

**CWEP  
Child Welfare Education Project  
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**Appendix D-13: Journals Submission List**

**Journals in Social Work and Related Disciplines**  
**Manuscript Submission Information**  
**With Impact Factors**

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**Red\*** (journal title followed by an asterisk) indicates that this journal is listed in the *2007 Journal Citation Reports® Social Science Edition* within the category of “Social Work.” **Impact Factors** in the past three years are retrieved from *Journal Citation Reports®*, published by Thomson Scientific.

**Blue** indicates a non-U.S. address.

**Green** represents a major update or a journal newly added to this edition.

“**E-Submission**” or “**Online Submission**” indicates that manuscripts may be (or must be) electronically submitted.

This journal list is updated periodically. Please check original sources for accuracy. Send suggestions, corrections, or additional journal information to [pleung@uh.edu](mailto:pleung@uh.edu) or [mcheung@uh.edu](mailto:mcheung@uh.edu). For the most updated version, please go to our Website at [http://www.sw.uh.edu/communityoutreach/cwep\\_title\\_IVE.php](http://www.sw.uh.edu/communityoutreach/cwep_title_IVE.php) (click to “Manuscript Submission”).

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<i>Addiction</i>	4.088 3.696 3.102	<p><b>Editor-in-Chief</b>            Gill Rangel, Head Office  <i>Addiction</i>,            National Addiction Centre PO48, 4            Windsor Walk, London SE5 8AF,            United Kingdom</p> <p>Regional Editor            Thomas F Babor,            University of Connecticut Health            Center,            263 Farmington Avenue,            Farmington,            Connecticut 06030-6325,USA            Tel: (860)-679-5482</p>	<p><a href="http://www.addictionjournal.org/">http://www.addictionjournal.org/</a></p> <p><b>Online Submission:</b>  <a href="http://www.addictionjournal.co.uk/submission.asp">http://www.addictionjournal.co.uk/submission.asp</a></p>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Addictive Behaviors</i>	1.849 1.581 1.662	Editor-in-Chief: Dr. Peter M. Miller Medical University of South Carolina Center for Drug and Alcohol Programs 67 President Street P.O. Box 250861 Charleston, SC 29425, USA Fax: (843)-792-7353 Email: millerpm@musc.edu	<a href="http://www.elsevier.com/wps/find/journaldescription.cws_home/471/authorinstructions">http://www.elsevier.com/wps/find/journaldescription.cws_home/471/authorinstructions</a>  <b>E-Submission:</b> <a href="http://ees.elsevier.com/addictbeh/">http://ees.elsevier.com/addictbeh/</a>
<i>Administration and Policy in Mental Health and Mental Health Services Research</i>	0.585 0.556 0.478	Leonard Bickman, Ph.D. Center for Evaluation and Program Improvement Peabody Box #151 230 Appleton Way Nashville, TN 37203, USA Tel: (615)-322-8027 Fax: (615)-322-7049 Email: Corinne.b.Bickman@vanderbilt.edu or Bickman@attglobal.net	<a href="http://www.springer.com/public+health/journal/10488">http://www.springer.com/public+health/journal/10488</a>  <b>Online Submission:</b> <a href="http://www.editorialmanager.com/apmh/">http://www.editorialmanager.com/apmh/</a>
<i>Administration in Social Work *</i>	0.250 0.146 0.179	Leon Ginsberg, PhD, ACSW, Editor Program Director and Research Professor Social Work Program Appalachian State University PO Box 32115 Boone, NC 28608-2115, USA Tel: (828)-262-6477 Email: ginsberglh@appstate.edu	<a href="http://www.haworthpressinc.com/web/ASW">http://www.haworthpressinc.com/web/ASW</a>  Mail 4 copies to address.  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Adoption Quarterly</i>	/ / /	Editor: Scott D. Ryan, MSW, MBA, PhD College of Social Work, MC 2570 Tallahassee, FL 32306, USA Email: sryan@mailier.fsu.edu	<a href="http://www.haworthpressinc.com/web/AQ/">http://www.haworthpressinc.com/web/AQ/</a>  <b>Submission Form:</b> <a href="http://www.haworthpress.com/pdfs/Jmanuscript.pdf">http://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Affilia: Journal of Women and Social Work *</i>	0.231 0.302 0.163	Fariyal Ross-Sheriff, Co-Editor AFFILIA Howard University School of Social Work 601 Howard Place NW, Washington, DC 20059, USA	<a href="http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200881">http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200881</a>  Mail 4 copies to address.

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Ageing and Society</i>	1.494 0.951 0.711	Professor Tony Warnes Director, Sheffield Institute for Studies on Ageing (SISA) University of Sheffield Community Sciences Center Northern General Hospital Sheffield S5 7AU, UK	<a href="http://www.cambridge.org/journals/journal_catalogue.asp?historylinks=ALPHA&amp;mnemonic=ASO">http://www.cambridge.org/journals/journal_catalogue.asp?historylinks=ALPHA&amp;mnemonic=ASO</a>  <b>E- Submission:</b> Miles Lambert, Editorial Assistant <a href="mailto:ageingandsociety@yahoo.co.uk">ageingandsociety@yahoo.co.uk</a>
<i>Alcohol &amp; Alcoholism</i>	/ / /	Editor-in-Chief: Dr Jonathan D. Chick Out-Patients Department, Alcohol Problems Clinic, Royal Edinburgh Hospital, 35 Morningside Park, Edinburgh, EH10 5HD UK Tel: +44 (0)131 5376557 Fax: +44 (0)131 5376866 Email: <a href="mailto:jonathan.chick@lpct.scot.nhs.uk">jonathan.chick@lpct.scot.nhs.uk</a>	<a href="http://www.oxfordjournals.org/our_journals/alcalc/for_authors/">http://www.oxfordjournals.org/our_journals/alcalc/for_authors/</a>  <b>Online-Submission:</b> <a href="http://mc.manuscriptcentral.com/alcalc">http://mc.manuscriptcentral.com/alcalc</a>
<i>American Journal of Community Psychology *</i>	1.525 1.922 0.938	William S. Davidson II, Ph.D. Editor American Journal of Community Psychology Department of Psychology 132 Psychology Building Michigan State University East Lansing, Michigan 48824-1116, USA	<a href="http://www.springer.com/psychology/community+&amp;+environmental+psychology/journal/10464">http://www.springer.com/psychology/community+&amp;+environmental+psychology/journal/10464</a>  Mail 4 copies to address.
<i>American Journal of Drug and Alcohol Abuse</i>	1.146 1.094 0.910	Editor: Dr. Thomas Kosten Baylor College of Medicine Michael E. DeBakey VA Medical Center Research 151 - BLDG 110, Room 229 2002 Holcombe Boulevard Houston, TX 77030	<a href="http://www.informaworld.com/smpp/title~db=all~content=t713597226~tab=submit~mode=paper_submission_instructions">http://www.informaworld.com/smpp/title~db=all~content=t713597226~tab=submit~mode=paper_submission_instructions</a>  <b>E-Submission:</b> <a href="mailto:ajdaa-editor@bcm.edu">ajdaa-editor@bcm.edu</a>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>American Journal of Orthopsychiatry</i>	1.954 1.792 1.449	Editor: Nancy Felipe Russo, PhD Department of Psychology Arizona State University PO Box 871104, AZ 85287-1104, USA Email: nancy.russo@asu.edu or americanortho@gmail.com	<a href="http://www.apa.org/journals/ort/">http://www.apa.org/journals/ort/</a>  <b>E-Submission:</b> <a href="http://www.jbo.com/jbo3/submissions/dsp_jbo.cfm?journal_code=ort">http://www.jbo.com/jbo3/submissions/dsp_jbo.cfm?journal_code=ort</a>
<i>American Journal on Addictions, The</i>	1.400 1.470 1.262	Editor-in-Chief: Sheldon Miller The American Journal on Addictions PO Box 473 Colmar, PA 18915, USA Tel: (215)-822-3106 Fax: (215)-822-3109 Email: aapaja@comcast.net or aja@aaap.org	<a href="http://www.tandf.co.uk/journals/titles/10550496.asp">http://www.tandf.co.uk/journals/titles/10550496.asp</a>  <b>E-Submission:</b> aapaja@comcast.net or aja@aaap.org
<i>APSAC Advisor (American Professional Society on the Abuse of Children)</i>	/ / /	Editor-in-Chief : Ronald C. Hughes, PhD, MScSA Institute for Human Services and the North American Resource Center for Child Welfare 1706 East Broad St. Columbus, OH 43203, USA Tel: (614)-251-6000 Email: rhughes@hs-trainet.com	<a href="http://www.apsac.org/mc/page.do?sitePageId=54511&amp;orgId=apsac">http://www.apsac.org/mc/page.do?sitePageId=54511&amp;orgId=apsac</a> (also see <a href="http://www3.uta.edu/sswtech/publish/journals/Journals/Advisor.htm">http://www3.uta.edu/sswtech/publish/journals/Journals/Advisor.htm</a> )
<i>Areté</i>	/ / /	Terry A. Wolfer, Ph.D., Editor Areté College of Social Work University of South Carolina Columbia, South Carolina 29208, USA Tel: (803)-777-7814 Fax: (803)-777-3498 Email: arete@gwm.sc.edu	<a href="http://www.cosw.sc.edu/arete/">http://www.cosw.sc.edu/arete/</a>  <b>E-Submission:</b> arete@gwm.sc.edu  Copyright Form: <a href="http://www.cosw.sc.edu/arete/copyrightform.pdf">http://www.cosw.sc.edu/arete/copyrightform.pdf</a>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Asia Pacific Journal of Social Work and Development *</i> (previously titled <i>Asia Pacific Journal of Social Work</i> )	0.250 0.111 0.040	The Managing Editor, APJSW Department of Social Work and Psychology National University of Singapore Kent Ridge Crescent, Singapore 119260	<a href="http://www.cultureshockguides.com/marshallcavendish/academic/catalogue/journals/asia_pac_journal_of_social_work/index.xml">http://www.cultureshockguides.com/marshallcavendish/academic/catalogue/journals/asia_pac_journal_of_social_work/index.xml</a>  <b>E-Submission:</b> swkkkm@nus.edu.sg
<i>Asian Journal of Social Policy</i>	/	Christian Aspalter Dept of Social Work & Social Administration University of Hong Kong Pokfulam Road, Hong Kong SAR China	<a href="http://www.rcssp.org/ajsp.htm">http://www.rcssp.org/ajsp.htm</a>  <b>E-Submission:</b> Antonio Fiori (fiori@spbo.unibo.it) or Christian Aspalter (aspalter@rcssp.org)
<i>Asian Journal of Social Psychology</i>	0.971 0.800 0.968	Dr. Yoshima Kashima Department of Psychology The University of Melbourne Parkville Victoria 3010 Australia	<a href="http://www.blackwellpublishing.com/journals/AJSP/submiss.htm">http://www.blackwellpublishing.com/journals/AJSP/submiss.htm</a>  <b>E-Submission:</b> <a href="http://mc.manuscriptcentral.com/ajsp">http://mc.manuscriptcentral.com/ajsp</a>
<i>Australian Social Work</i>	/	The Editor, Australian Social Work, School of Social Work and Social Policy, LaTrobe University, Bundoora, Victoria 3086, Australia  Email: <a href="mailto:asw-vic@bigpond.net.au">asw-vic@bigpond.net.au</a> (Publications Officer, Liz Morrison)	<a href="http://www.aasw.asn.au/publications/aust_socialwork/index.htm">http://www.aasw.asn.au/publications/aust_socialwork/index.htm</a>  <b>E-Submission:</b> <a href="mailto:aaswnat@aasw.asn.au">aaswnat@aasw.asn.au</a>
<i>Best Practices in Mental Health: An International Journal</i>	/	Editor: Karen Sowers College of Social Work, University of Tennessee, 109 Henson Hall, Knoxville, TN 37996, USA Email: <a href="mailto:bestpractices@gwmail.utk.edu">bestpractices@gwmail.utk.edu</a>	<a href="http://lyceumbooks.com/MentalHJournal.htm">http://lyceumbooks.com/MentalHJournal.htm</a>  <b>E-Submission:</b> <a href="mailto:bestpractices@gwmail.utk.edu">bestpractices@gwmail.utk.edu</a>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>British Journal of Social Work</i> *	0.636 0.707 0.475	<p>Mrs. Sue Hanson BJSW Journal Administrator c/o Centre for Applied Childhood Studies, Harold Wilson Building University of Huddersfield Queensgate Huddersfield HD1 3DH, UK</p> <p>US Associate Editor: Rebecca L. Hegar, School of Social Work University of Texas at Arlington Box 19129 211 S. Cooper Suite A-319b Arlington, TX 76019-0129, USA Tel: (817)-272-5357 Email: rhegar@uta.edu</p>	<p><a href="http://bjsw.oxfordjournals.org/">http://bjsw.oxfordjournals.org/</a></p> <p><b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/bjsw">http://mc.manuscriptcentral.com/bjsw</a></p> <p>Submission Enquiry: s.m.hanson@hud.ac.uk</p>
<i>Canadian Journal of Behavioral Science</i>	0.808 0.345 0.279	<p><b>Editor:</b> Greg Irving, Ph.D. Professor, Management &amp; Organizational Behaviour School of Business &amp; Economics, Wilfrid Laurier University, 75 University Avenue West, Waterloo, Ontario N2L 3C5, Canada Tel: (519)-884-0710 ext.3707 Fax: (519)-884-0201 Email: girving@wlu.ca</p>	<p><a href="http://www.cpa.ca/publications/journals/canadianjournalofbehaviouralscience/instructionstoauthors/">http://www.cpa.ca/publications/journals/canadianjournalofbehaviouralscience/instructionstoauthors/</a></p>
<i>Child &amp; Adolescent Social Work Journal</i>	/ / /	<p>Thomas K. Kenemore, Ph.D., Editor 1609 Spencer Avenue Wilmette, Illinois 60091, USA Tel: (312)-502-5002 Fax: (847)-251-1266 Email: TomKene@aol.com</p>	<p><a href="http://www.springerlink.com/content/104690/">http://www.springerlink.com/content/104690/</a></p> <p><b>Online Submission:</b> <a href="http://www.editorialmanager.com/casw/">http://www.editorialmanager.com/casw/</a></p>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Child &amp; Youth Services</i>	/	Douglas Magnuson, PhD Associate Professor School of Child & Youth care University of Victoria Box 1700, STN CSC Victoria, BC V9C 2T6, Canada Email: dougm@uvic.ca	<a href="http://www.haworthpressinc.com/web/CYS/">http://www.haworthpressinc.com/web/CYS/</a>  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Child Abuse &amp; Neglect: The International Journal *</i>	1.623 1.627 1.116	Mary Roth, Managing Editor <i>Child Abuse &amp; Neglect, The International Journal</i> Editorial Office 220 Mansion Road Cheshire, CT 06410, USA Tel: (203)-271-9950 Fax: (203)-271-9955  Email: mary.roth@yale.edu	<a href="http://www.elsevier.com/wps/find/journaldescription.cws_home/586/authorinstructions">http://www.elsevier.com/wps/find/journaldescription.cws_home/586/authorinstructions</a>  <b>Online Submission:</b> <a href="http://ees.elsevier.com/chiabuneg/default.asp">http://ees.elsevier.com/chiabuneg/default.asp</a>
<i>Child Abuse Review</i>	/	Julia Walsh, Editorial Manager <i>Child Abuse Review</i> Southwark PCT, Mabel Goldwin House, 49 Grange Walk, London SE1 3DY, UK Tel: +44 (0) 207 525 0012 Fax: +44 (0) 207 525 0440 Email: <a href="mailto:julia.walsh@southworkpct.nhs.uk">julia.walsh@southworkpct.nhs.uk</a>	<a href="http://www.wiley.com/WileyCDA/WileyTitle/productCd-CAR.html">http://www.wiley.com/WileyCDA/WileyTitle/productCd-CAR.html</a>  <b>E-Submission:</b> <a href="mailto:julia.walsh@southworkpct.nhs.uk">julia.walsh@southworkpct.nhs.uk</a>
<i>Child and Family Behavior Therapy</i>	0.424 0.233 0.312	Charles Diamant, Co-Editor 41 Reckless Place Red Bank, NJ 07701, USA Tel: (732)-530-9330 Fax: (732)-264-3309 <a href="mailto:drdiamant@comcast.net">drdiamant@comcast.net</a>	<a href="http://www.haworthpressinc.com/store/product.asp?sku=j019">http://www.haworthpressinc.com/store/product.asp?sku=j019</a>  <b>Submission Form:</b> <a href="http://www.haworthpress.com/pdfs/Jmanuscript.pdf">http://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Child and Family Social Work</i>	/	Editor: Susan White, Department of Applied Social Science, University of Lancaster, Lancaster LA1 4YW, UK Fax: +44 1524 592475 Email: <a href="mailto:CFS_editor@oxon.blackwellpublishing.com">CFS_editor@oxon.blackwellpublishing.com</a>	<a href="http://www.blackwellpublishing.com/submit.asp?ref=1356-7500">http://www.blackwellpublishing.com/submit.asp?ref=1356-7500</a>  <b>E-Submission:</b> <a href="mailto:CFS_editor@oxon.blackwellpublishing.com">CFS_editor@oxon.blackwellpublishing.com</a>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Child Maltreatment</i> *	1.345 / /	Steven J. Ondersma, PhD, Editor Child Maltreatment Wayne State University School of Medicine 2761 East Jefferson Avenue Detroit, MI 48207, USA  Tel: (313)-577-6680 Fax: (313)-993-1372 E-mail: s.ondersma@wayne.edu	<a href="http://www.apsac.org/mc/page.do?sitePageId=54511&amp;orgId=apsac">http://www.apsac.org/mc/page.do?sitePageId=54511&amp;orgId=apsac</a> (also see <a href="http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal200758">http://www.sagepub.com/journalsProdManSub.nav?prodId=Journal200758</a> )  <b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/childmaltreatment">http://mc.manuscriptcentral.com/childmaltreatment</a>
<i>Child Welfare</i> *	0.500 0.355 0.278	Managing Editor, <i>Child Welfare</i> , Child Welfare League of America, 2345 Crystal Drive, Suite 250, Arlington VA 22202, USA Tel: (703)-412-2400 Fax: (703)-412-2401 Email: journal@cwla.org	<a href="http://www.cwla.org/pubs/augifrm.html">http://www.cwla.org/pubs/augifrm.html</a>
<i>Children &amp; Schools</i> (previously titled <i>Social Work in Education</i> )	/ / /	Melissa Jonson-Reid, PhD Editor-in-Chief <i>Children &amp; Schools</i> NASW Press 750 First Street, NE, Suite 700 Washington, DC 20002-4241, USA Tel: (202)-408-8600 Fax: (202)-336-8312	<a href="http://www.naswpress.org/publications/journals/children/csinfo.html">http://www.naswpress.org/publications/journals/children/csinfo.html</a>
<i>Children and Youth Services Review</i> *	0.963 0.664 0.765	Duncan Lindsey, Editor Children and Youth Services Review School of Public Policy & Social Research University of California, Los Angeles Box 951452 Los Angeles, CA 90095-1452, USA Email: dlindsey@ucla.edu	<a href="http://www.childwelfare.com/kids/cysr.htm">http://www.childwelfare.com/kids/cysr.htm</a>  <b>Online Submission (Required):</b> <a href="http://ees.elsevier.com/cysr/">http://ees.elsevier.com/cysr/</a>
<i>China Journal of Social Work</i>	/ / /	Editor <a href="http://www.polyu.edu.hk/apss/China_res/cjsw.htm">China Journal of Social Work</a> Department of Applied Social Sciences The Hong Kong Polytechnic University Hung Hom, Kowloon, HKSAR Email: editor.CJSW@polyu.edu.hk	<a href="http://www.polyu.edu.hk/apss/China_res/cjsw.htm">http://www.polyu.edu.hk/apss/China_res/cjsw.htm</a>

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<i>Clinical Gerontologist</i>	/ / /	Larry W. Thompson, PhD Professor Emeritus Goldman Family Professor of Psychology Stanford University Pacific Graduate School of Psychology Post Office Box 3926 Los Altos, CA 94024-0926, USA Email: larrywt@stanford.edu	<a href="http://www.haworthpressinc.com/web/CG/">http://www.haworthpressinc.com/web/CG/</a>  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Clinical Social Work Journal *</i>	0.265 0.122 0.082	Carol Tosone, Ph.D., Editor-in-Chief, Clinical Social Work Journal New York University School of Social Work 1 Washington Square North, Room 202 New York, NY 10003, USA Email: carol.tosone@nyu.edu	<a href="http://www.springer.com/sgw/cda/frontpage/0,11855,4-0-70-35711586-detailsPage%253Djournal%257Cdescription%257Cdescription,00.html?referer=www.springer.com%2Fjournal%2F10615%2Fabout">http://www.springer.com/sgw/cda/frontpage/0,11855,4-0-70-35711586-detailsPage%253Djournal%257Cdescription%257Cdescription,00.html?referer=www.springer.com%2Fjournal%2F10615%2Fabout</a>  <b>Online Submission:</b> <a href="http://csow.edmgr.com">http://csow.edmgr.com</a>
<i>Clinical Supervisor</i>	/ / /	Editor-Elect: Carlean Gilbert, DSW, LCSW, CGP Associate Professor School of Social Work Loyola University Chicago 820 N Michigan Ave Chicago, IL 60611, USA Email: cgilbe2@luc.edu	<a href="http://www.haworthpressinc.com/web/CS/">http://www.haworthpressinc.com/web/CS/</a>  <b>Submission Form:</b> <a href="http://www.haworthpressinc.com/store/PDFFiles/autheditor/Jmanuscript.pdf">http://www.haworthpressinc.com/store/PDFFiles/autheditor/Jmanuscript.pdf</a>
<i>Computers in Human Behavior</i>	0.808 1.116 1.030	Robert D. Tennyson Department of Psychology 211a Burton Hall 178 Pillsbury Drive, S.E. University of Minnesota Minneapolis, MN 55455, USA	<a href="http://www.elsevier.com/locate/inca/759">http://www.elsevier.com/locate/inca/759</a>  <b>E-Submission:</b> <a href="http://ees.elsevier.com/chb/">http://ees.elsevier.com/chb/</a> Author Service Department E-mail: authorsupport@elsevier.com
<i>Contemporary Issues in Early Childhood (E-Journal)</i>	/ / /	Susan Grieshaber, Professor School of Early Childhood Queensland University of Technology Victoria Park Road KELVIN GROVE Queensland 4059, Australia	<a href="http://www.wwwords.co.uk/ciec/howtocontribute.html">http://www.wwwords.co.uk/ciec/howtocontribute.html</a>  <b>E-Submission:</b> <a href="mailto:CIEC@qut.edu.au">CIEC@qut.edu.au</a>

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<b><i>Educational Gerontology: An International Journal</i></b>	0.271 0.425 0.232	D. Barry Lumsden, Editor Senior Research Fellow University of Alabama Education Policy Center Box 870231 Tuscaloosa, AL 35487-0232, USA Tel: (940)-597-7923 Email: blumsden@bamaed.ua.edu	<a href="http://www.tandf.co.uk/journals/tf/03601277.html">http://www.tandf.co.uk/journals/tf/03601277.html</a>  <b>E-Submission:</b> blumsden@bamaed.ua.edu
<b><i>European Journal of Social Work</i></b>	/	<a href="#">Suzy Braye</a> , <a href="#">Professor of Social Work</a> , <a href="#">Department of Social Work and Social Care</a> , <a href="#">The Sussex Institute</a> <a href="#">University of Sussex</a> , <a href="#">Brighton BN1 9QQ, United Kingdom</a>	<a href="http://www.tandf.co.uk/journals/titles/13691457.asp">http://www.tandf.co.uk/journals/titles/13691457.asp</a>  <b>E-Submission:</b> s.braye@sussex.ac.uk
<b><i>Families in Society</i></b> *	0.368 0.271 0.292	William E. Powell, Editor Families in Society 11700 West Lake Park Drive Milwaukee, WI 53224-3099, USA Tel: (414)-359-1040 Fax: (414)-359-1074 Email: Editor@familiesinsociety.org	<a href="http://www.familiesinsociety.org/writing.asp">http://www.familiesinsociety.org/writing.asp</a>  <b>E-Submission:</b> manuscripts@familiesinsociety.org Plus 2 hard copies to address.
<b><i>Family Court Review</i></b>	/	Andrew Schepard, Editor, <i>Family Court Review</i> , School of Law, Hofstra University, Hempstead, NY 11549-1210, USA Tel: (516)-463-5890 Fax: (516)-463-4054	<a href="http://www.blackwellpublishing.com/submit.asp?ref=1531-2445&amp;site=1">http://www.blackwellpublishing.com/submit.asp?ref=1531-2445&amp;site=1</a>  <b>E-Submission:</b> lawazs@hofstra.edu
<b><i>Family Journal: Counseling and Therapy for Couples and Families</i></b>	/	Kaye W. Nelson, Editor Stephen Southern, Associate Editor <i>The Family Journal</i> Editorial Office Texas A&M University-Corpus Christi College of Education Department of Counseling & Educational Psychology ECDC # 229, Unit 5834, 6300 Ocean Drive Corpus Christi, TX 78412-5834, USA	<a href="http://www.sagepub.co.uk/journalsProdManSub.nav?prodId=Journal200924">http://www.sagepub.co.uk/journalsProdManSub.nav?prodId=Journal200924</a>  <b>E-Submission:</b> Family.Journal@tamucc.edu

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<b><i>Family Relations</i> *</b>	0.731 0.687 0.684	Joyce A. Arditti Editor Tel: (540)-231-1646 Email: frjourn@vt.edu	<a href="http://www.blackwellpublishing.com/journal.asp?ref=0197-6664">http://www.blackwellpublishing.com/journal.asp?ref=0197-6664</a> (also see <a href="http://www.ncfr.org/journals/family_relations/home.asp">http://www.ncfr.org/journals/family_relations/home.asp</a> )  <b>Online Submission (required):</b> <a href="http://mc.manuscriptcentral.com/fr">http://mc.manuscriptcentral.com/fr</a>
<b><i>Gerontologist</i></b>	1.965 2.489 2.094	William McAuley, Ph.D. Editor-in-Chief, <i>The Gerontologist</i> Center for Social Science Research George Mason University 4260 Chain Bridge Rd., Suite B100 MSN 1H5 Fairfax, VA 22030, USA Email: wmcauley@gmu.edu	<a href="http://gerontologist.gerontologyjournals.org/">http://gerontologist.gerontologyjournals.org/</a>  <b>Online Submission:</b> <a href="http://tg.alltrack.net/">http://tg.alltrack.net/</a>  <b>E-Submission:</b> <a href="mailto:tg@gmu.edu">tg@gmu.edu</a>
<b><i>Gerontology and Geriatrics Education</i></b>	/ / /	Kelly Niles-Yokum, PhD, Director Consortium Gerontology Studies Program Colleges of Worcester Consortium 484 Main Street, Suite 500 Worcester, MA 01608, USA Email: knilesyokum@cowc.org	<a href="http://www.haworthpressinc.com/web/GGE/">http://www.haworthpressinc.com/web/GGE/</a>  <b>E-Submission:</b> Dr. Pearl M. Mosher-Ashley, Journal Editor <a href="mailto:pmosherashley@worcester.edu">pmosherashley@worcester.edu</a> <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>

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<i>Global Social Policy</i>	/ / /	Managing Editor: Kara Vincent Institute on Globalization and the Human Condition, McMaster University, 1280 Main Street West, Hamilton, Ontario, Canada, L8S 4M4	<a href="http://gsp.sagepub.com/">http://gsp.sagepub.com/</a>  <b>E-Submission:</b> Kara Vincent, Managing Editor <a href="mailto:gsp@mcmaster.ca">gsp@mcmaster.ca</a>
<i>Health &amp; Social Work *</i>	0.787 0.800 0.375	<i>Health &amp; Social Work</i> NASW Press 750 First Street, NE, Suite 700 Washington, DC 20002-4241, USA Tel: (202)-408-8600 Fax: (202)-336-8312 Email: <a href="mailto:press@naswdc.org">press@naswdc.org</a>	<a href="http://www.naswpress.org/publications/journals/health/hswintro.html">http://www.naswpress.org/publications/journals/health/hswintro.html</a>  Mail 5 copies to address.
<i>Health Affairs</i>	3.680 3.158 3.369	Executive editor, Donald E. Metz, <i>Health Affairs</i> Suite 600 7500 Old Georgetown Road Bethesda, MD 20814-6133, USA <a href="mailto:dmetz@projecthope.org">dmetz@projecthope.org</a> Tel: (301)-347-3907	<a href="http://www.healthaffairs.org/1410a_for_authors_unsolicited_manuscript.php">http://www.healthaffairs.org/1410a_for_authors_unsolicited_manuscript.php</a>  <a href="http://mc.manuscriptcentral.com/ha">http://mc.manuscriptcentral.com/ha</a>
<i>Health and Social Care in the Community *</i>	1.010 0.869 0.761	Karen Luker, Editor <i>Health and Social Care in the Community</i> NPCRDC, 5th Floor Williamson Building University of Manchester Oxford Road, Manchester M13 9PL, UK Tel: +44 (0) 161 306 0262 Fax: +44 (0) 161 306 7867  HSCC Editorial Office Tel: +44 (0) 161 306 7610 Email: <a href="mailto:HSCC.Journal@manchester.ac.uk">HSCC.Journal@manchester.ac.uk</a>	<a href="http://www.blackwellpublishing.com/journal.asp?ref=0966-0410&amp;site=1">http://www.blackwellpublishing.com/journal.asp?ref=0966-0410&amp;site=1</a>  <b>Online Submission (preferred):</b> <a href="http://mc.manuscriptcentral.com/hssc">http://mc.manuscriptcentral.com/hssc</a>

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<i>Indian Journal of Social Work, The *</i>	0.058 0.000 0.000	Associate Editor The Indian Journal of Social Work PB No. 8313, Deonar Mumbai 400 088, India  Tel: +91-22-2556-3289/ 91/ 92/ 93/ 94/ 95/ 96, ext.412 Fax: +91-22-2556-2912	<a href="http://www.tiss.edu/ijsw.htm">http://www.tiss.edu/ijsw.htm</a>  E-Submission: p_unit@tiss.edu ijsw@tiss.edu
<i>International Journal of Aging and Human Development</i>	0.614 0.318 0.364	Dr. Bert Hayslip University of North Texas Department of Psychology P.O. Box 311280 Denton, TX 76203, USA Email: hayslipb@unt.edu	<a href="http://baywood.com/authors/ia/ag.asp?id=0091-4150">http://baywood.com/authors/ia/ag.asp?id=0091-4150</a>  Submission: Dr. Bert Hayslip University of North Texas Department of Psychology P.O. Box 311280 Denton, TX 76203 E-mail: hayslipb@unt.edu

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<i>International Journal of Social Welfare</i> *	0.349 0.371 0.232	<p>Editor in Chief: Sven Hessle Stockholm University Department of Social Work SE- 106 91 Stockholm, Sweden Phone: +4 6 8 16 42 21 Fax: + 46 820 48 50 + 46 8 612 18 34 Email: sven.hessle@social.su.se</p> <p>Chairman of Editorial Board Professor Neil Gilbert International Journal of Social Welfare University of California at Berkeley School of Social Welfare 120 Haviland Hall Berkeley, CA 94720-7400, USA Tel: (510)-642-4362 Fax: (510)-643-6126 Email: berkeley1@msn.com</p> <p>Email: noella.bickham@socarb.su.se</p>	<p><a href="http://www.blackwellpublishing.com/journal.asp?ref=1369-6866">http://www.blackwellpublishing.com/journal.asp?ref=1369-6866</a></p> <p><b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/ijsw">http://mc.manuscriptcentral.com/ijsw</a></p> <p>Submission Enquiry: Tel: +1-434-817-2040 ext: 167 Email: support@scholarone.com <a href="http://mcv3support.custhelp.com">http://mcv3support.custhelp.com</a></p>
<i>International Social Work</i> *	0.337 0.097 0.125	<p>Karen Lyons, Editor in Chief International Social Work London Metropolitan University Department of Applied Social Sciences, Ladbroke House 62-66, Highbury Grove London, N5 2AD, United Kingdom Tel: +44 (0) 20 7133 5029 Fax: +44 (0) 20 7753 5763 Email: isw@londonmet.ac.uk</p>	<p><a href="http://isw.sagepub.com/">http://isw.sagepub.com/</a></p> <p><b>E- Submission:</b> <a href="mailto:isw@londonmet.ac.uk">isw@londonmet.ac.uk</a></p>

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<i>Journal for Specialists in Group Work</i>	/ / /	Donald E. Ward, Ph.D., Editor Department of Psychology and Counseling Pittsburg State University, Pittsburg, KS 66762, USA Tel: (620)-235-4530 Fax: (620)-235-6102 Email: dward@pittstate.edu  Editorial Office Email: jsgw@u.arizona.edu	<a href="http://www.tandf.co.uk/journals/journal.asp?issn=0193-3922&amp;linktype=44">http://www.tandf.co.uk/journals/journal.asp?issn=0193-3922&amp;linktype=44</a> (also see <a href="http://www.asgw.org/jsgw/jsgw.htm">http://www.asgw.org/jsgw/jsgw.htm</a> )  <b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/usgw">http://mc.manuscriptcentral.com/usgw</a>
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<i>Journal of Adolescent Research</i>	1.582 0.694 0.692	Jeffrey Jensen Arnett, Editor Journal of Adolescent Research, University of Maryland, College Park, USA	<a href="http://jar.sagepub.com/">http://jar.sagepub.com/</a>  <b>E-Submission:</b> <a href="mailto:arnett@jeffreearnett.com">arnett@jeffreearnett.com</a>
<i>Journal of Aggression, Maltreatment &amp; Trauma</i>	/ / /	Robert A. Geffner, PhD <i>Journal of Aggression, Maltreatment &amp; Trauma</i> Institute on Violence, Abuse and Trauma Alliant International University 10065 Old Grove Rd. San Diego, CA 92131, USA Phone: (858) 527-1860, ext. 4450 Fax: (858) 527-1743	<a href="http://www.haworthpress.com/web/JAMT/">http://www.haworthpress.com/web/JAMT/</a>  <b>E-Submission:</b> <a href="mailto:journals@alliant.edu">journals@alliant.edu</a>  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>

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<i>Journal of Aging &amp; Social Policy</i>	/ / /	Francis G. Caro PhD, Editor Director, Gerontology Institute University of Massachusetts Boston 100 Morrissey Blvd Boston, MA 02125-3393, USA Tel: (617)-287-7300 Email: frank.caro@umb.edu	<a href="http://www.haworthpressinc.com/web/JASP/">http://www.haworthpressinc.com/web/JASP/</a>  <b>E-Submission:</b> robert.geary@umb.edu <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Journal of Aging and Health</i>	1.342 0.985 1.091	Kyriakos S. Markides, Ph.D. Editor, Journal of Aging and Health Center on Aging University of Texas Medical Branch Campus Mail Route 1153 Galveston, TX 77555-1153, USA	<a href="http://www.sagepub.co.uk/journal.aspx?pid=105609&amp;sc=1">http://www.sagepub.co.uk/journal.aspx?pid=105609&amp;sc=1</a>  <b>E-Submission:</b> Kmarkide@utmb.edu
<i>Journal of Aging Studies</i>	0.836 0.800 0.691	Jaber F. Gubrium, Editor Department of Sociology 312 Middlebush Hall University of Missouri Columbia, MO 65211-6100, USA	<a href="http://www.elsevier.com/locate/inca/620198">http://www.elsevier.com/locate/inca/620198</a>  <b>E-Submission:</b> gubriumj@missouri.edu
<i>Journal of Applied Behavioral Science</i>	/ / /	Richard W. Woodman Editor, Journal of Applied Behavioral Science Texas A&M University, USA Email: JABS@mays.tamu.edu.	<a href="http://jab.sagepub.com/">http://jab.sagepub.com/</a>  <b>E-Submission:</b> JABS@mays.tamu.edu
<i>Journal of Applied Gerontology</i>	0.483 0.357 0.339	Malcolm P. Cutchin, Editor, The University of North Carolina, Chapel Hill, USA	<a href="http://www.sagepub.com/journal.aspx?pid=1&amp;sc=1">http://www.sagepub.com/journal.aspx?pid=1&amp;sc=1</a>  <b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/jag">http://mc.manuscriptcentral.com/jag</a>
<i>Journal of Applied School Psychology</i>	/ / /	Charles A. Maher, PsyD, Editor Graduate School of Applied & Professional Psychology, Rutgers University, 152 Frelinghuysen Road, Suite A305 Piscataway, New Jersey 08854-8085, USA Tel: (732)-445-2000 ext.103 Fax: (732)-445-4888 Email: camaher@rci.rutgers.edu	<a href="http://www.haworthpressinc.com/web/JAPPS/">http://www.haworthpressinc.com/web/JAPPS/</a>  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>

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<i>Journal of Applied Social Psychology</i>	0.566 0.533 0.642	Dr. Andrew Baum Behavioral Medicine and Oncology University of Pittsburgh Cancer Institute University of Pittsburgh Medical Center 3600 Forbes Avenue, Suite 405 Pittsburgh, PA 15213, USA	<a href="http://www.blackwellpublishing.com/journal.asp?ref=0021-9029&amp;site=1">http://www.blackwellpublishing.com/journal.asp?ref=0021-9029&amp;site=1</a>  <b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/jasp">http://mc.manuscriptcentral.com/jasp</a> Submission Enquiry: Lori McBurney Tel: (412)-647-4812
<i>Journal of Applied Social Science Studies</i>	/	<a href="#">Dr. Gert G. Wagner,</a> <a href="#">DIW Berlin,</a> <a href="#">14191 Berlin/Germany</a> Tel: +49-30-89789-402 Fax: +49-30-89789-109 Email: <a href="mailto:schmollers_jahrbuch@diw.de">schmollers_jahrbuch@diw.de</a>	<a href="http://www.diw.de/english/dasinstitut/abteilungen/ldm/publikation/schmoller/index.html">http://www.diw.de/english/dasinstitut/abteilungen/ldm/publikation/schmoller/index.html</a>
<i>Journal of Asian Studies</i>	0.538 0.600 0.457	Kenneth M. George Editor, <i>Journal of Asian Studies</i> 401 Bascom Hall 500 Lincoln Drive University of Wisconsin—Madison Madison, WI 53706, USA Tel/Fax: (608)-890-0740 Email: <a href="mailto:jas@intl-institute.wisc.edu">jas@intl-institute.wisc.edu</a>	<a href="http://www.aasianst.org/publications/JAS.htm">http://www.aasianst.org/publications/JAS.htm</a>  <b>E-Submission:</b> Editor, <a href="mailto:jas@intl-institute.wisc.edu">jas@intl-institute.wisc.edu</a>
<i>Journal of Baccalaureate Social Work</i>	/	Managing Editor, Journal of Baccalaureate Social Work, 1725 Duke Street, Suite 500, Alexandria, VA 22314, USA Tel: (703)-519-2045 Fax: (703)-683-8099 Email: <a href="mailto:jbsw@cswe.org">jbsw@cswe.org</a>	<a href="http://www.socialwork.tcu.edu/JBSW/2007.htm">http://www.socialwork.tcu.edu/JBSW/2007.htm</a>  <b>E-Submission (required):</b> <a href="mailto:jbsw@cswe.org">jbsw@cswe.org</a>
<i>Journal of Black Studies</i>	0.163 0.133 0.149	Editor: Molefi K. Asante, Department of African American Studies, Temple University Gladfelter Hall, Philadelphia, PA 19122, USA Email: <a href="mailto:masante@temple.edu">masante@temple.edu</a>	<a href="http://jbs.sagepub.com/">http://jbs.sagepub.com/</a>

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<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<b><i>Relational Child &amp; Youth Care Practice</i></b> (previously titled <i>Journal of Child and Youth Care</i> )	/ / /	Managing Editor: Carol Stuart <i>Relational Child &amp; Youth Care Practice</i> Ryerson University School of Child & Youth Care, SHE Building 350 Victoria Street Toronto, ON Canada, M5B 2K3 Tel: (416)598-5923 Fax: (416)598-5940 Email: RCYCP@ryerson.ca	<a href="http://www.cyc-net.org/journals/rcycp.html">http://www.cyc-net.org/journals/rcycp.html</a>
<b><i>Research on Aging</i></b>	0.891 0.784 0.717	Angela M. Rand Research on Aging Editorial Office Duke University Department of Sociology, 336 Soc.-Psych. Building, Box 90088 Durham, NC 27708-0088, USA	<a href="http://roa.sagepub.com/">http://roa.sagepub.com/</a>  Mail original and three copies to address.
<b><i>Research on Social Work Practice *</i></b>	0.789 0.459 0.638	Bruce A. Thyer, Ph.D., Editor <i>Research on Social Work Practice</i> College of Social Work Florida State University Tallahassee, FL 32306, USA Tel: (850)-644-4752 Email: Bthyer@mailier.fsu.edu	<a href="http://rsw.sagepub.com/">http://rsw.sagepub.com/</a>  <b>E-Submission (Required):</b> Bthyer@mailier.fsu.edu
<b><i>Residential Treatment for Children and Youth</i></b>	/ / /	Editor: John S. Lyons, PhD, Mental Health Services and Policy Program, Northwestern University, 710 N. Lakeshore Drive, Abbott 906, Chicago, IL 60611, USA Email: JSL329@northwestern.edu	<a href="http://www.haworthpress.com/store/product.asp?sku=J007">http://www.haworthpress.com/store/product.asp?sku=J007</a>  <b>Submission Form:</b> <a href="http://www.haworthpress.com/pdfs/Jmanuscript.pdf">http://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<b><i>School Social Work Journal</i></b>	/ / /	Carol Massat, Editor Jane Addams College of Social Work (M/C 309) University of Illinois at Chicago 1040 W. Harrison St., Rm. 4038 ECSW, Chicago, IL 60607-7134, USA Email: cmassat@uic.edu	<a href="http://www.lyceumbooks.com/sswjournaleEditPol.htm">http://www.lyceumbooks.com/sswjournaleEditPol.htm</a>  Mail 6 copies to address.

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Signs: Journal of Women in Culture and Society</i>	0.465 0.493 0.772	Editor: Signs Journal Rutgers University Voorhees Chapel, Room 8 5 Chapel Drive New Brunswick, NJ 08901, USA Tel: (732)-932-2841 Fax: (732)-932-5732 Email: signs@signs.rutgers.edu	<a href="http://www.journals.uchicago.edu/Signs/home.html">http://www.journals.uchicago.edu/Signs/home.html</a>  <b>Online Submission:</b> <a href="http://signs.edmgr.com">http://signs.edmgr.com</a>
<i>Smith College Studies in Social Work *</i>	0.081 0.093 0.154	Editor-Elect: Kathryn Basham, PhD, LICSW, Associate Professor, Smith College School for Social Work, Lilly Hall, Northampton, MA 01063, USA	<a href="http://www.haworthpress.com/web/SCSSW/">http://www.haworthpress.com/web/SCSSW/</a>  (Mail 3 copies to address.)  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Social Development Issues</i>	/ / /	Michael Sherraden, PhD SDI Editor and Director or Amanda Moore McBride, PhD SDI Associate Editor and Research Director  Social Development Issues Center for Social Development George Warren Brown School of Social Work Washington University in St. Louis One Brookings Drive, Campus Box 1196 One Brookings Drive St Louis, Missouri, MO 63130, USA Tel: (314)-935-8827 Fax: (314)-935-8661 Email: sdijournal@wustl.edu	<a href="http://www.iucisd.org/socialissues.htm">http://www.iucisd.org/socialissues.htm</a>  <b>E-Submission:</b> sdijournal@wustl.edu

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<b><i>Social Science Information</i></b>	0.186 0.558 0.174	Anne Rocha, Editor, Social Science Information/Information sur les Sciences Sociale, Fondation Maison des Sciences de l'Homme, Bureau 320, 54 Bd. Raspail 75270 Parix Cedex 06, France Email: arocha@msh-paris.fr	<a href="http://ssi.sagepub.com/">http://ssi.sagepub.com/</a>
<b><i>Social Science Research</i></b>	0.859 0.949 0.868	Dr. James D. Wright Social Science Research Dept. of Sociology & Anthropology University of Central Florida P.O. Box 25000 Orlando, Florida 32816-1360, USA Tel: (407)-823-5083 Tel: (407)-823-5402 (Editorial office) Fax: (407)-823-6738 Email: jwright@mail.ucf.edu or ssr@mail.ucf.edu	<a href="http://www.elsevier.com/locate/inca/622946">http://www.elsevier.com/locate/inca/622946</a>  <b>Online Submission:</b> <a href="http://www.ees.elsevier.com/ssr">http://www.ees.elsevier.com/ssr</a>
<b><i>Social Service Review *</i></b>	0.896 0.755 0.846	Editor: Social Service Review University of Chicago School of Social Service Administration, 969 East 60th Street, Chicago, IL 60637, USA	<a href="http://www.journals.uchicago.edu/toc/ssr/current">http://www.journals.uchicago.edu/toc/ssr/current</a>  (Mail 5 copies to address.)
<b><i>Social Work *</i></b>	0.779 0.598 0.814	Social Work NASW Press 750 First Street, NE, Suite 700, Washington, DC 20002-4241, USA Tel: (202)-408-8600 Fax: (202)-336-8312 Email: press@naswdc.org	<a href="http://www.naswpress.org/publications/journals/social_work/swintro.html">http://www.naswpress.org/publications/journals/social_work/swintro.html</a>  (Mail 5 copies to address.)
<b><i>Social Work Education</i></b>	/ / /	The Editor Professor Michael Preston-Shoot Head of Department of Applied Social Studies University of Luton, Park Square Luton LU1 3JU, UK	<a href="http://www.tandf.co.uk/journals/authors/csweauth.asp">http://www.tandf.co.uk/journals/authors/csweauth.asp</a>  <b>E-Submission:</b> SocialWorkEducation@ed.ac.uk

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i><b>Social Work in Health Care *</b></i>	0.295 0.624 0.203	Gary Rosenberg, PhD Senior Editor; Edith J. Baerwald Professor of Community and Preventive Medicine (Social Work) The Mount Sinai School of Medicine Box 1246, 1 Gustave L. Levy Place New York, NY 10029, USA Tel: (212)-659-9075 Fax: (212)-722-2543 Email: Gary.Rosenberg@mountsinai.org	<a href="http://www.haworthpressinc.com/web/SWHC/">http://www.haworthpressinc.com/web/SWHC/</a>  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i><b>Social Work in Mental Health</b></i>	/ / /	Gary Rosenberg, PhD, Senior Editor Edith J. Baerwald Professor of Community and Preventive Medicine (Social Work) The Mount Sinai School of Medicine, Box 1246, 1 Gustave L. Levy Place, New York, NY 10029, USA Tel: (212)-659-9075 Fax: (212)-722-2543 Email: Gary.Rosenberg@mountsinai.org	<a href="http://www.haworthpressinc.com/web/SWMH/">http://www.haworthpressinc.com/web/SWMH/</a>  (Mail 3 copies to address.)  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i><b>Social Work Perspectives (Students' submissions)</b></i>	/ / /	Social Work Perspectives San Francisco State University School of Social Work 1600 Holloway Ave, HSS 227 San Francisco, CA 94132, USA Email: swperspectives@yahoo.com	<a href="http://www.mcgill.ca/files/socialwork/swp_flyer_dec15.pdf">http://www.mcgill.ca/files/socialwork/swp_flyer_dec15.pdf</a>
<i><b>Social Work Research *</b></i>	0.722 0.763 0.568	The Editor Social Work Research NASW Press 750 First Street, NE, Suite 700 Washington, DC 20002-4241, USA Tel: (202)-408-8600 Fax: (202)-336-8312	<a href="http://www.naswpress.org/publications/journals/research/swrintro.html">http://www.naswpress.org/publications/journals/research/swrintro.html</a>  Send 5 copies to address.

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i><b>Social Work with Groups</b></i>	/ / /	Editor: Andrew Malekoff, ACSW Associate Director North Shore Child and Family Guidance Center, 480 Old Westbury Road, Roslyn Heights, NY 11577-2215, USA Tel: (516)-626-1971 Fax: (516)-626-8043 Email: Anjru@aol.com	<a href="http://www.haworthpressinc.com/web/SWG/">http://www.haworthpressinc.com/web/SWG/</a>  (Mail 3 hard copies to the address and email)  <b>Submission Form:</b> <a href="https://www.haworthpress.com/pdfs/Jmanuscript.pdf">https://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i><b>Sociological Methods &amp; Research</b></i>	2.355 1.032 0.594	Prof. Christopher Winship Sociological Methods & Research Department of Sociology Harvard University Cambridge, MA 02138, USA Email: smr@wjh.harvard.edu	<a href="http://smr.sagepub.com/">http://smr.sagepub.com/</a>  <b>Online Submission:</b> <a href="http://gemini.econ.umd.edu/smr">http://gemini.econ.umd.edu/smr</a>
<i><b>Trauma, Violence, &amp; Abuse</b></i>	/ / /	Jon R. Conte, PhD, Editor, Trauma, Violence, & Abuse School of Social Work, University of Washington, Box 354900, 4101 15th Ave., N.E. JH-30, Seattle, WA 98105-6299, USA Fax: (206)-543-1228 Email: contej@u.washington.edu	<a href="http://tva.sagepub.com/">http://tva.sagepub.com/</a>  <b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/tva">http://mc.manuscriptcentral.com/tva</a>
<i><b>Violence &amp; Victims</b></i>	/ / /	Dr. Roland D. Maiuro Editor-in-Chief Violence and Victims University of Washington, School of Medicine 901 Boren Avenue Seattle, WA 98104, USA Email: RMaiuro@Prodigy.net	<a href="http://www.springerpub.com/journal.aspx?jid=0886-6708">http://www.springerpub.com/journal.aspx?jid=0886-6708</a>  Mail one paper copy of the manuscript, and a MS Word compatible computer disk copy to address.
<i><b>Violence Against Women</b></i>	1.274 0.821 0.907	Claire Renzetti, Editor Professor Department of Sociology, Anthropology, and Social Work, University of Dayton, USA	<a href="http://vaw.sagepub.com/">http://vaw.sagepub.com/</a>  <b>Online Submission:</b> <a href="http://mc.manuscriptcentral.com/vaw">http://mc.manuscriptcentral.com/vaw</a>

<i>Journal</i>	<b>Impact Factor</b> 2006 2005 2004	<b>Contacts</b>	<b>Web Address for Authors' Guide and Manuscript Submission</b>
<i>Women and Health</i>	0.815 0.431 0.748	Editor: Ellen B. Gold, PhD Professor and Chief, Division of Epidemiology, Department of Public Health Sciences, University of California, Davis, USA Email: womenandhealth@ucdavis.edu	<a href="http://www.haworthpressinc.com/store/product.asp?sku=J013">http://www.haworthpressinc.com/store/product.asp?sku=J013</a>  <b>E-Submission:</b> womenandhealth@ucdavis.edu  <b>Submission Form:</b> <a href="http://www.haworthpress.com/pdfs/Jmanuscript.pdf">http://www.haworthpress.com/pdfs/Jmanuscript.pdf</a>
<i>Women in Sport and Physical Activity Journal</i>	/ / /	Editor: Darlene Kluka National Association for Girls and Women in Sport WSPAJ 1900 Association Drive Reston, VA 20191, USA	<a href="http://www.aahperd.org/wspaj/template.cfm?template=author.html">http://www.aahperd.org/wspaj/template.cfm?template=author.html</a>  <b>E-Submission:</b> nagws@aahperd.org

Notes:

1. N.A. = Not Applicable; these journals cannot be located either through the library or website searches.

In addition to this list, there is a list of journals covered by PsycINFO at:  
<http://www.apa.org/psycinfo/covlist.html#list>

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix D-14: CWEP *NewsLine* Newsletters**



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



# CWEP NewsLine

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

Volume 10 Issue 1  
 August 2008

## Welcome to All CWEP Students!

We wish a warm welcome to all new and Continuing students and we hope you have a great semester!!



## Director's Comments

Joe Papick

"I wish to warmly welcome back the 14 continuing CWEP students and welcome all of our new incoming CWEP students for this academic year. January, 2009 will mark the tenth year of the CWEP program and over that time period we have accomplished many good things but most importantly there are over 100 CPS employees who have gone through the MSW program with the support of CWEP and are, with all other CPS employees, actively providing quality professional social work at the agency. I believe that furthering education by gaining a Master Degree in Social Work helps individuals in furthering their career, improving their growth opportunities, increasing their knowledge of treating families and children, and increasing their retention in CPS. I also believe that obtaining a **social work degree is an excellent choice for those who care about human dignity and social justice.** Social workers are advocates for change and in CPS are advocates for not only the children but also work to support families to try to help prevent problems that may result in child abuse and neglect. Therefore, I am truly grateful that you have chosen to come to the University of Houston, Graduate College of Social Work, to pursue your MSW and more importantly to participate in the CWEP program, which represents your commitment to serving families and children. I look forward to our new year together and again I want to ask you to please let me know what questions you may have over the year so I may try to respond to you in our future NewsLines. Please send your questions or concerns to me at [jpapick@uh.edu](mailto:jpapick@uh.edu) or call me at 713/743-1394."



### CWEP Staff

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Alarming News about Child Abuse & Neglect	4

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# CWEP Alumni Spotlight

This month we are highlighting

*Kelli Guidry*



**1. What is your current position?**

I am a **Conservatorship Program Director** in Region 5.

**2. What did you like most about the CWEP program?**

The CWEP program provided me with a tremendous level of **support and guidance** through my coursework at the GCSW. The **Supervision and Consultation** course was my favorite. The course provided me with an understanding of the role of supervision in social work from a **historical perspective**.

**3. How did CWEP prepare you for your job?**

CWEP assisted in **strengthening my skills in the areas of supervision and administration** through coursework and field practice.



**4. Do you have any advice for current CWEP students?**

The best advice I could give is to **never lose your focus or determination**. I commuted two hours one way to attend classes, while working full time, with two small children at home. While obtaining an MSW is not easy, it is well worth the time and energy spent.



**5. What are your plans for the future?**

I plan to continue my **employment with Child Protective Services until retirement**. I have considered some contract work with Lamar University and possible volunteer work with a local adoption agency.

*Many Thanks to Kelli!!*

## Finding Families for Children in Foster Care

North Carolina is pursuing collaboration through the Multiple Response System, System of Care, and child and family team meetings. The same concept applies to recruitment and retention of resource families.

**What are Resource Families?**

*"Foster families. Adoptive families. Relatives who provide kinship care, Legal guardians."*  
The term **"resource families"** refers to anyone who provides a **safe, stable, loving home for a child** when the child's birth parents are unable to provide one. These include **Instead of dividing families into categories, we are choosing to use a term that leaves the possibilities as open as possible.**  
With resource families, we stand a better chance of:



- ▶ *keeping siblings together*
- ▶ *decreasing the length of foster care stays*
- ▶ *increasing placement stability*
- ▶ *eliminating unnecessary residential placements*
- ▶ *placing children in their communities*
- ▶ *achieving the core outcomes of safety, well-being, and permanence.*

**You Can Help**

Finding and supporting families for children in foster care is everyone's job. This issue of *Practice Notes* offers information and ideas to help you with this critical task. For details and contents of this issue, please visit

<http://www.practicenotes.org/v13n3.htm>





### A fruitful experience, an unforgettable touch with a Turkish family

Venus Tsui, doctoral associate of CWEP

**A kiss, a hug and a warm touch!** What an unforgettable experience with the children and families from a Eurasian country-Turkey!

Sponsored by the Institute of Interfaith Dialog (IID), I was very grateful for the opportunity to join the study tour led by our UH-GCSW faculty members to Turkey in June 2008. Turkey is a Eurasian country filled with rich culture and long history.



During the 13 days' journey, visiting host families was one of the most important programs. I, together with our faculty members and a few students, were arranged to visit a Turkish family of four, including the parents and two daughters. Remembered not only were the delicious Turkish food, the hospitality of the host family, but also the interaction, the conversation and direct contact with the kids and their parents. The younger daughter was very cute and active in talking and playing with us. She showed us her bedroom and took pictures with us. Her elder sister, suffered from Down Syndrome and a bit shy though, kindly greeted us with her father's encouragement. When we initiated some conversations with her, she just hugged her father or mother, and appeared to seek warmth and support from them while trying to speak up for herself in front of people. (That absolutely requires courage and support!)

In this visit, the couples shared with us their family activities like visiting the Mosque, going to the seashore and enjoying their weekend with family, etc. The couple also said that they had joined a self-help group for the parents with Down Syndrome kids, in which they shared information regarding the illness and parenting skills as well as provided mutual support to each other. While we were talking, the host family kept serving us with Turkish tea and dessert "Kadayif". Close to the end of our visit, the elder daughter showed us her various paintings, accompanied by her parents, and sincerely presented one as a gift to our Dean Colby. Besides expressing thankfulness and appreciation for her gift and efforts, our Dean said he would keep this painting in our UH-GCSW. We, including the host family, were all in a great wave of happiness. At that time, what I could hear was joy and laughter. But what impressed me most was a *precious moment*-when the mother held the elder daughter tightly, hugged her and kissed her wholeheartedly. Without a word, this just warmed my soul. I was thinking the mother might be touched and proud of the daughter's effort being recognized while the daughter wearing a smiling and content face felt the unconditional love and care from the mother/parents. A kiss, a hug and a warm touch is needed by a child, and indeed, so is everyone!



(to be continued on p.4)

## Congratulations to all Graduates!



- Ben Pratt (CWEP GA for 07-08)
- Monet Morgan
- Paige Scarborough



**May 2008 At Graduation!!**

## ALARMING NEWS ABOUT CHILD ABUSE AND NEGLECT

- 1 in 50 US infants are victims of child abuse/neglect
- More than 91,000 infants less than 1 year old were abused or neglected in 2006
- Approximately thirty-three percent of the maltreated infants -- 29,881
- Children who suffer maltreatment are at higher risk for engaging in risky behaviors -- such as alcohol and drug abuse -- during adolescence and adulthood

Source: The Texas Association for the Protection of Children. For details, please go to <http://www.sw.uh.edu/documents/cwep/AlarmingNewsaboutChildAbuseNeglect.pdf>



## CWEP Alumni Spotlight

This month we are highlighting

Monet Morgan

### 1. What is your current position?

*My title is CPS Specialist II. Basically, I am a caseworker for the conservatorship department of Children's Protective Services (CPS). I manage the cases of the children who are under the guardianship of the state.*

### 2. What did you like most about the CWEP program?

*I liked the opportunity to bond with some of my colleagues. My classmates, who are now my coworkers, will be there if I need help or advice. Regular meetings with tenured workers enhanced my learning experience.*

### 3. How did CWEP prepare you for your job?

*From the beginning, the instructors made an effort to educate us about our future job and what to expect. Every semester, CWEP held training sessions on various issues essential to the CPS process. Our Field Instructor also helped by having regular meetings with students individually and as a group to discuss any questions we had about the agency.*

### 4. Do you have any advice for current CWEP students?

*Children's Protective Services is in need of dedicated social workers. Making sure that children's safety is your number one priority coming into this job. Otherwise, you will get sidetracked by other matters, such as office politics and paperwork.*

### 5. What are your plans for the future?

*My plan is to get my LMSW this fall (right before I go on vacation in Europe!). Right now I cannot foresee where my career path will lead. Currently, I am content to work with CPS and learn how to help children who have been neglected and/or abused. Thank you CWEP!*

Many Thanks to Monet!!



## A fruitful experience, an unforgettable touch with a Turkish family

(...continued from p.3, Venus Tsui)

When I returned from this trip, the precious moment that I mentioned was always on my mind. This reminds me that my passion in working with children and families for years in Hong Kong will continue here (and everywhere) where I am now pursuing my doctoral study. Finally, I just want to say "tehshekkkyewr" and "mahsallah" to this host family, as well as express my heartfelt thanks to our faculty members and the IID for organizing this meaning trip that has enriched my life experience. *"Thanks!"*

*~"tehshekkkyewr" means "thanks"; "mahsallah" means "wonderful"*





# CWEP NewsLine

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

Volume 10 Issue 2  
October 2008

## Back to Normalcy

Over the last few weeks everyone has been hectic. Many of us have been subjected to varying degrees of stress and different levels of hope (see our Director's Comments below). We hope that the month of October bring you all *baCK to normalCY*.



## Director's Comments

Joe Papick

"As we are all recovering from the effects of Hurricane Ike, we all are experiencing various levels of hope. We hope for electricity, we hope to get our homes repaired quickly. We hope for safety and security for our families. **Hope though requires action and we all must act together to help our family, friends, neighbors, and community and in so doing we spread hopes to others.** Through this time I have seen action and I have seen and heard about ways that each and every one of us has helped others. I am immensely proud of the way the larger community has come together to help each other. It happened in my neighborhood, with neighbors helping neighbors, sharing our food, water, generators and checking to be sure that we were all okay. All of Houston seems to be pulling together and it makes me feel very proud of each of you and this community. My hope is that all of you are by now safe and healthy and that our community continues quickly on the road to recovery. My hope is that we get back to the routine of working, teaching, and learning as we move to bring hope to the families and children we serve. **May peace and safety and quick recovery be with you all.**"



### CWEP Staff

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Staff Spotlight (Annie)	4

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# CWEP Staff Spotlight

This month we are highlighting



Stephanie Yau

former Graduate Assistant (GA)

**Working in CWEP is a great experience!** I was fortunate to be one of the graduate assistants working for CWEP. I learned a lot about child welfare even though I only worked in this project for two semesters (January – August 2008). I really enjoyed my work as a GA under CWEP!

**The atmosphere in the workplace was very warm and supportive.** It was so true that there should be an answer whenever you have a question. If not, there should be someone working on the solutions with you. With such a supportive working environment, I felt like I had more energy despite working under stress.



In addition, **time management is very essential for working in this position.** When multiple tasks were assigned to me, I would prioritize them according to their urgency. But sometimes, when numerous tasks required immediate attention, I would decide to do the easiest one first. I am confident that my time management skills have greatly improved after working in this position.



Further, it occurred to me that I have a close connection with CWEP because of my internship in the Child Protective Services (CPS) during these two semesters. I discovered that I had a deep interest in both working and researching issues related to children and families, especially the child abuse issues. I used the knowledge that I have learned from my internship to the work of GA, and vice versa. Those two semesters were so fruitful that I have **developed a good relationship with my colleagues as well as supervisors.** I treasured those moments a lot and I will make good use of what I have learned from that position to my career as a professional social worker in the future!

Many Thanks to Stephanie!



## Kids to Parents: Leave the Stress at Work

By Jeanna Bryner

Whether adults realize it or not, their **job-related stress affects their children.** “...one in three employees in the United States reports feeling chronically overworked,” said Ellen Galinsky, president of the Families and Work Institute in New York.

Most parents guessed their children would wish for more parent time. Wrong Answer. **Most children wished their parents would be less stressed from work.** If parents were less tired and stressed, I think that the kids would be less tired and stressed.



**Children are little detectives.** Subtle cues, such as a parent’s down-turned expression or heavy footsteps, also led kids to easily detect their parents’ moods.

**De-stress.** Quality time at home makes a difference. The most important piece of information to impart to kids is that your bad mood isn’t their fault.



Source: FOX News.com. For details, please visit <http://www.foxnews.com/story/0,2933,245938,00.html>

# Announcements



## Learning Enhancement Opportunity (LEO)



CWEP Welcomes **Corrine Waljarvi**, LEO Mentor for CWEP Students

Your LEO Mentor is here to help you! When you want to get a **third-person perspective** about your academic preparation, or when you need someone to go over your presentation outline or paper format, please email or see Corrine Waljarvi, your LEO mentor for CWEP students.



*Corrine writes, "My name is Corrine Waljarvi, and I am a first year student in the Ph.D. program at GCSW. I just received my MSW at GCSW last May, after completing four years in the program as a part-time student. I received my undergraduate degree in economics from Harvard, and worked as a public accountant while earning my M.S. in Accounting degree from New York University. I then earned an MBA from Harvard Graduate School of Business Administration, and pursued a management career while working for General Motors and General Electric. Following a diagnosis of cancer, I retired from the corporate world and devoted myself to raising my children and contributing to a variety of volunteer and charitable activities. I applied to the MSW program at GCSW after I had regained my health and my children had reached an age of relative independence.*



*I am currently working as a Doctorate Research Assistant with Dr. Monit Cheung. I am looking forward to the opportunity to help students currently in the CWEP program; I hope I can help you achieve your goals while avoiding unnecessary stress!"*

Corrine's office hours for CWEP students are Tuesday and Thursday, 1-5pm. Feel free to email Corrine any time at [cwaljarvi@hotmail.com](mailto:cwaljarvi@hotmail.com) to ask any questions related to your academic preparation, or to confirm a specific time for meeting with her. She looks forward to meeting with you in Room 429 and helping in any way that she can. Remember, your LEO mentor is available for CWEP students only. Please take full advantage of it.

*~Dr. Monit Cheung, P.I. of CWEP*

### NewsLine is accepting submissions from CWEP students

Would you like to contribute a **short article**, **poem** or **editorial** relating to **child welfare**?

Please send submissions for consideration to CWEP NewsLine editor, **Venus Tsui**, at [sftsui@uh.edu](mailto:sftsui@uh.edu).

Deadline:  
November 10, 2008, Monday



### CWEP Bulletin Board

2/F Student Lounge, GCSW Bldg.



Check out our CWEP Bulletin Board!

You can find some basic information about CWEP program, staff list/photo, current NewsLine, information/announcements that may be of interests to you.

# CWEP Staff Spotlight

This month we are highlighting

Annie Chan

former Graduate Assistant (GA)

I first came to GCSW as an exchange student from Hong Kong under the Reciprocal Educational Exchange Program (REEP). I came back to GCSW for my master's degree and graduated in August 2008. I worked as a GA (August 2007 – August 2008) under the CWEP program during my course of study. I believe I would not be able to finish the degree without this part-time employment as it carried me through financially and emotionally.

**The GA position provided me an alternative to student loan under such economy.** Of course the CWEP program itself, as a well organized stipend program, provides substantial financial assistance to social work students and CPS workers who dedicate themselves to child welfare work. Personally, I think CWEP reveals the social work vision of serving the all-rounded well-being of people. The project makes GCSW not only an institution provides quality social work education, but also a graduate college that takes into consideration of *how* can students obtain the quality education and benefit the society. It goes along with the vision that social workers are not only "dreamers", we also are "doers".

As a GA, I worked 20 hours every week. That means I had to spend most of my time in the GCSW Building attending classes and working. It made **GCSW my second home!** As an international student, this served as my important source of support and sense of belonging. GCSW became a place where I could be very familiar with. I had particular duties and contributions, I had a strong network with students, faculty, administrative staff, project stuff, and all other personnel. I worked with **Dr. Cheung, the Principal Investigator, and Joe Papick, the Director, who were both very warm and supportive.** They were not only my supervisors, but were also my mentors who gave me guidance and genuine support throughout my course of study.

**A CWEP graduate assistant has dual identities: being both social work student and employee.** This is a job position that social work knowledge would help you work better and build a stronger sense in working with people while you could take much more out of it. This job had a wide range of duties and responsibilities. **This job experience had enabled me to recognize new talents and learn new skills.** This is how Venus, NewsLine Editor, and I have become very good friends. We had been exchanging a lot of phone calls tried to tackle word-processing problems together! **Other than gaining precious friendship and new skills, the experience of working in CWEP also enhanced my ability to work as a team member and work in the office environment. I am sure these will contribute to my career as a social worker in the near future.**

I am very honored to have graduated from GCSW and am also very grateful to all the CWEP staff for their support which greatly enriched my experience in GCSW and Houston.



Annie's family from Hong Kong and Joe  
(May 2008)



Dr. Leung, Dr. Cheung and Annie's family  
(May 2008)

Annie & Venus



Many thanks  
to Annie !!



HAPPY HALLOWEEN!



HAPPY HALLOWEEN!



HAPPY HALLOWEEN!





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

# CWEP NewsLine



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

Volume 10 Issue 3  
November 2008

## November is an exciting month!



**November is National Adoption Month**, an exciting month for raising awareness about the adoption of children and youth from foster care.

For more information, please see "Announcements" (p.3) and "The Anderson Family" (p.4).



## Director's Comments

Joe Papick

"We are having a terrific fall semester and I am looking forward to a great spring semester. This fall we are **piloting a new field placement practice** that is allowing the CWEP students some greater flexibility in their program. In the spring we will be offering a new **Child Abuse and Neglect course** that we believe will provide new and experienced students with broader knowledge and skills in serving CPS clients. We will also continue to refine and improve our field placement experiences for the students with some further changes in how we provide supervision during the field experience. These changes have come about due to the **input and feedback from your fellow students and alumni of the CWEP program** and we need you to continue to provide us with your feedback on how well things are working and what is not working well. We like to get this feedback through the **annual evaluation** we conduct in the spring semester but we also get this feedback through your input on **committees**. We have two main committees with student representatives on them and they are the Curriculum Committee and the Evaluation Committee. It is very important that we receive your input and it is also important for each student to provide feedback to their fellow students who are your representatives or directly to the staff of CWEP either through the evaluation or with direct discussions with any of us. We currently have a vacancy on the Curriculum Committee and would be very interested to hear from anyone who might be interested in participating with us on this committee (please also see our announcements on p.3). **Your representative on the Evaluation Committee is Renatta Kost**. It is very important to us to receive your comments so please let us hear from you and let us know if you are interested in serving as a representative on our committees."

**We NEED your FEEDBACK + SUPPORT!**



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### CWEP Staff

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# CWEP Student Spotlight



This month we are highlighting

Julia Randle

## 1. How did you come to social work?

**My path to social work was truly a calling.** I couldn't decide between psychology and law. In the process of agonizing over what to do with my life, I heard a speaker say that to identify your passion don't think about what makes you happy, think about what makes you mad. **Injustices in society and inequalities in humanity** keep me up at night. Social workers address these problems theoretically but also roll up their sleeves and do real work to help alleviate them. **Social work incorporates psychology, sociology, anthropology, and many areas, so it fulfills my myriad inclinations well.**

## 2. What was your favorite class?



**There is a six-way tie for my favorite class.** I think both Dr. Alexander's Transtheoretical Practice and Dr. Cheung's Practice with Children & Adolescents are great. This semester, Dr. Williams' Contextualized, Strengths-Based Practice and Dr. Latting's Dynamics of Leadership class stand out. **All of them have been challenging and have made lasting impressions on not only on who I am as a person, but also how I practice as a social worker and how I see the world.** I'm also doing an Independent Study with Dr. Taylor. While the other classes are broad, that research project has given me a level of singular focus and depth that I wouldn't have been able to gain otherwise. This summer I went to Mexico with two other students and took a Spanish for Social Workers course. Seeing their social service system and being immersed in a new environment increased my cultural competency. This isn't offered through UH, but I highly recommend it.



## 3. What are your hobbies?

**Hobbies**, what are those—you mean studying, writing papers and reading? ☺ Actually, my hobbies are directly related to my **self care**, so they are important to me. **Exercise, tennis, attending artistic/cultural events, reading, and meditation/yoga are integral.** In addition, **writing has been a long-lasting passion.** As I mature, I try to stay linked with the things that moved me as a child. People devalue children, but in youth you are closest to your spirit. I write poetry, short stories, and continue to publish magazine articles. I recently published an article for **The New Social Worker magazine.**

## 4. What year are you in the program?

I am in my second year. **I graduate in May!**

## 5. Do you work for CPS now? If yes, what do you do and how long have you been there?

I am currently an **intern in the Adoption Prep unit at CPS.** My supervisor, Jessalyn Miller-Allen, is great. I get to see a part of CPS that society forgets exists within our agency—the formation of new families. **Seeing the joy and healing that takes place and being a part of the adoption process has been so rewarding.**

## 6. Is there anything else you'd like to share with your fellow students?

*There are two lasting bequests we can give our children. One is roots. The other is wings.*

~Hodding Carter, Jr.



Social workers work at the service provision level to provide clients with supports to give them **roots**. We also work at a higher level of need as therapists to expand their consciousness, thereby giving them **wings**. **Social work is difficult, but it is an amazing profession!**

Many Thanks to Julia!!



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# Announcements



## National Adoption Month

**“November is National Adoption Month**, a month set aside to raise awareness about the adoption of children and youth from foster care. This year’s theme of adopting teens from foster care builds on the Ad Council’s new public service announcement (PSA) campaign of the Children’s Bureau, the Adoption Exchange Association, and The Collaboration to AdoptUsKids.” (Child Welfare Information Gateway)

For more details on the National Adoption Month highlights and activities, click this link <http://www.childwelfare.gov/adoption/nam/>.

## Testifying in Court for Children



In the November issue of *CenterPiece*, the newsletter of the National Child Protection Training Center, you will find an article entitled **“A Children’s Courtroom Bill of Rights: Seven Pre-trial Motions Prosecutors Should Routinely File in Cases of Child Maltreatment**. This article discusses a number of things that can be done to **reduce the anxiety children experience and to prevent courtroom practices that serve only to intimate child witnesses.**



To view this article, click the link below for Volume 1, issue 2 of the CenterPiece newsletter, [http://www.ncptc.org/index.asp?Type=B\\_BASIC&SEC=\(E9333BA5-535C-4A89-873A-84F19906C349\)](http://www.ncptc.org/index.asp?Type=B_BASIC&SEC=(E9333BA5-535C-4A89-873A-84F19906C349))

## About Families in Society (FIS)



Now in its 89th year, *Families in Society*, is the oldest and one of the most respected journals in North America on social work. FIS is a forum for addressing the interests, activities, and concerns of social and human service professionals in direct practice, management, supervision, education, research, and policy and planning. (<http://www.familiesinsociety.org/>)

**Dr. Trish Taylor** has two articles about adoption policy and practices in the issue of July–September 2008, Vol. 89, No. 3. To view these articles, please click: <http://www.familiesinsociety.org/pastissues.asp>



- *Pre-Adoptive Genetic Testing: Is the Current Policy Too Restrictive?* **Patricia G. Taylor**
- *Evidence-Based Practice or Practice-Based Evidence? What is Happening with MEPA and Current Adoption Practices?* **Susan C. Mapp, Needha Boutté-Queen, Stephen “Arch” Erich, & Patricia G. Taylor**

To browse this current issue (October-December 2008, Vol. 89, No. 4), click <http://www.familiesinsociety.org/new/E-Alerts/101408.asp>

## GCSW-CWEP Email Distribution List

“A GCSW-CWEP Email Distribution List has been created to allow CWEP staff to email announcements to our CWEP students and alumni. Announcements will include the newly published NewsLine, CWEP symposium, LMSW/LCSW Prep courses and other Continuing Education courses, Homecoming events, etc. Please send your name and email address to Brunessia Wilson ([bwilson3@uh.edu](mailto:bwilson3@uh.edu)) if you have not received her emails lately.—Dr. Monit Cheung”



## Learning Enhancement Opportunity (LEO)

**Corrine Waljarvi**, your LEO mentor for CWEP students is here for you! When you need someone to go over your presentation, outline or paper format, please email ([cwaljarvi@hotmail.com](mailto:cwaljarvi@hotmail.com)) or see Corrine during her office hours for CWEP students: **Tuesday and Thursday, 1-5pm. (Rm. 429, GCSW Bldg.)**

LEO mentor is available for CWEP students only!

## Student Representative Needed

The CWEP Curriculum Committee is recruiting a **student representative**. This Committee meets once a semester to discuss curricular development issues and needs. Please contact Dr. Monit Cheung at [mcheung@uh.edu](mailto:mcheung@uh.edu) if you are interest by January 15, 2009.

It will be a great addition to your resume!

# The Anderson Family



**“All of our children came into our home as foster children.** As their situations evolved we were given the opportunities to adopt them. Audra, Jon, and Heidi are biological siblings. Nate is their biological brother (although we have not adopted him, we are his family). Kyler and Chrystina are biological siblings.



We maintain contact with Kyler and Chrystina’s biological mother. Kyler in particular had a strong connection to her and we feel blessed that he can maintain contact with his “first” Mom. Chrystina’s biological father is from Laos and he recently taught us how to make “sticky rice” a staple in the Laos culture.



**Audra** came into our home when she was nearly 5 yrs old. She has substantial developmental delays and a border line I.Q. She is a girl with a heart of gold – always willing to try and works hard.

**Jonathan** came into our home when he was a little over 2 yrs old. He was born with mild Spina Bifida – it has not affected his functionality at all. He is a bright - high energy boy that is active in sports.

**Heidi** was a year old when she came to us. She is a ray of sunshine! A warm hearted caring young woman, she likes crafts, reading and tumbling. She loves to sing.

**Kyler** was 3 ½ when he came to us. His biological father is from Vietnam. He had some major respiratory issues – most of which have since gone away. He has allergies and mild asthma – but that does not slow him down! He is a very high energy guy – always in motion. He has an upbeat personality and a caring soul.

**Chrystina** came to us when she was 18 mos. She is our Princess Diva! She is full of self confidence! She has a very caring personality and had been recognized for stepping in to help other children at school. She loves to joke and tease and laughs often. And she has a very beautiful smile!

Austin came to us when he was 18 mos. He is a high energy guy. He is very curious and tries to figure out how every thing works. If it has buttons – he’s pushing ‘em!

We cope with some emotional and some behavioral issues with each of our children. It’s not always easy and we don’t always handle every situation the “right” way. We get tired and frustrated just like everyone else – but we keep trying. **Seeing the children smile when they accomplish something is the best reward!**



Source: This text is directly retrieved from <http://www.adoptuskids.org/resourceCenter/parentSupport/familyStories/anderson.aspx>

[AdoptUsKids is dedicated to increasing the public awareness of foster care and adoption.](http://www.adoptuskids.org)  
(<http://www.adoptuskids.org>)



## HAPPY THANKSGIVING!





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

# CWEP NewsLine



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

Volume 10 Issue 4  
February 2009



新年快樂



Bonne année

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## Director's Comments

Joe Papick  
**Welcome Back!**

"Welcome back to the start of your Spring academic semester. I hope that all of you have enjoyed your break and come back fresh and ready for the semester. As you may know this is the start of a new legislative session in Texas and certainly a new legislative beginning for the nation. In Texas, the 81<sup>st</sup> Legislative Session begins January 13, 2009 with the last day being June 1, 2009. During those 6 months approximately 10,000 plus bills will be introduced with over 50% of them passing and bringing about many changes for those of us working in health and human services. Already there have been over 1000 bills introduced. One can expect lawmakers to debate whether to close some of the state institutions for people with mental retardation, how to continue reforming the foster care system and whether to expand Medicaid and the Children's Health Insurance Program. Bills already filed would start a statewide workplace smoking ban, create a health insurance program for children in the child-support system, legalize needle-exchange programs, ban possession of the hallucinogen salvia and regulate laser hair-removal facilities. Abortion-related bills filed include one that would require women who seek an abortion to first get an ultrasound and another — backed by Gov. Rick Perry — that would issue a 'Choose Life' license plate. So this is an important semester for you whether you are completing your degree requirements or have just begun. You must also keep abreast of what legislative changes both state and national will affect you as you go to work in CPS or your chosen area. We will keep you informed of some of the major events in our NewsLine but I hope you take this opportunity to get involved in legislative events that will affect your future. Good luck to you in your semester work and I look forward to seeing all of you back in classes."

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# CWEP Alumni Spotlight

This month we are highlighting

Carmela Quintanilla, LCSW



## 1. What is your current position?



**Manager, Dept. of Social Work – Driscoll Children’s Health Plan.**  
We are a Medicaid Administrator for the South Texas Area. We conduct Medical Management with nurse Case Managers and identify high risk members that benefit from Social work intervention.

## 2. What did you like most about the CWEP program?

**The program provided a way for me to study here locally (in Corpus Christi) without having to travel to Houston.**

## 3. How did CWEP prepare you for your job?

Gave me the tools needed to pass my **LMSW and LCSW exam.** Helped to broaden my thinking and expand my employment opportunities.

## 4. Do you have any advice for current CWEP students?

**Stay focused, Study hard, and pray a lot.**



## 5. What are your plans for the future?

Considering the possibility of pursuing a **private practice.**



**Many Thanks to Carmela!**

## Additional Information:

I was one of 25 students who participated in the CWEP program in Corpus Christi. The program ran from Fall 2001 to May 2005. This part-time, weekend program allowed me to keep my job as a medical social worker in a children’s hospital and still pursue my master’s degree.

**I am grateful to the professors** who participated in the CWEP program and were committed to traveling to Corpus Christi every weekend.

I am so privileged to be **the first in our class to achieve the LCSW licensure.** (Nov. 2008)

Contact information:  
Carmela Prado Quintanilla, LCSW  
P.O. Box 81082  
Corpus Christi, TX 78468- 1082  
(361) 442-8178  
cpquintanilla@yahoo.com

## Effective Interviewing Skills with Children Experiencing Family Violence

### General Skills

- Introduce yourself to family member
- Explain your role with the agency
- Communicate purpose of interview
- Address family member by name
- Make efforts to **develop rapport** with family member (small talk, compliments, offering needed resource, etc.)
- **AVOID Why questions**
- Use minimal encouragers to encourage family member to talk
- Allow family member to tell his or her **own words**, then ask clarifying questions
- **AVOID loaded words**...asked about **behaviors and feelings** rather than using a label
- Take a **non-judgmental tone**
- Gather needed information to begin the process of **assessing safety and risk** (e.g. types and patterns of abuse, risks and impacts on the child and the victim)



### Skills Specific to Interviews with Children

- **AVOID jargon**...use language and questions that are developmentally appropriate for the child
- Gather information about the **impact of the domestic violence on the child**
- Gather information about **child’s ability to protect himself/herself**
- **AVOID suggesting responses to questions**
- **Assure the child s/he is not at fault** for what is happening in his/her family

Source: *Child Welfare Services With Family Experiencing Family Violence: Participant Guide*. Georgia Division of Family and Children Services (2007). This is a curriculum for child welfare workers working with families experiencing family violence. Includes a module on assessing safety and risk and developing safety plans for victims. For details, please view [http://dhr.state.ga.us/DHR-DFCS/DHR\\_DFCS-Edu/Files/PG\\_FamilyViolence\\_rev\\_april07.pdf](http://dhr.state.ga.us/DHR-DFCS/DHR_DFCS-Edu/Files/PG_FamilyViolence_rev_april07.pdf)

# Announcements



## Upcoming Events: MARK your CALENDAR

- An **International Conference on Social Work and Counseling Practice** with the theme **"Promoting Harmony and Justice in a World of Conflict"** will be held in **Hong Kong** in June 2009. **Dean Colby** will be a keynote speaker, and Drs. Cheung and Leung will be plenary speakers.  
*Organizer: Department of Applied Social Studies, City University of Hong Kong*  
*Co-Organizer: Graduate College of Social Work, University of Houston*

Date: June 2-5, 2009      Venue: City University of Hong Kong, Hong Kong

Deadline for Abstract Submission: February 28, 2009

For details, please visit <http://ssteach2.cityu.edu.hk/~cswc/index.htm>

- **Dr. Leung is currently planning a Study Abroad (Hong Kong/China) course for this Summer (May 30 to mid-June 2009). Stay tuned!**

- The **20<sup>th</sup> Annual Family Preservation Conference** will be held in **HOUSTON** in September 2009. Family Preservation Institute's (FPI) mission is to serve as a national center for the development and dissemination of Family Preservation knowledge and skills. The FPI is administered by the **School of Social Work at New Mexico State University**.

Date: September 9-11, 2009

Venue: Crowne Plaza Houston-Reliant Park, Houston

For more information, please click <http://fpi.nmsu.edu/index.php?go=home.html>



## Useful Resources for Social Workers

- **Spanish-Language Child Welfare Resources to Use With Families:** Child Welfare Information Gateway has launched its new Resources in Spanish web section at [www.childwelfare.gov/spanish](http://www.childwelfare.gov/spanish), replacing the En Español web section. The section includes our **glossary of English-to-Spanish and Spanish-to-English child welfare terms**, as well as topically organized resources on: Child abuse and neglect, preventing and responding to child abuse and neglect, supporting and preserving families, and out-of-home care adoption.

*Resources are available in both Spanish and English, please browse the online catalog at [www.childwelfare.gov/catalog](http://www.childwelfare.gov/catalog) For more information, contact us at 800.394.3366 or [info@childwelfare.gov](mailto:info@childwelfare.gov)*



- **Domestic Violence (DV) Resources for Professionals:** Child Welfare Information Gateway has a newly enhanced DV web section. It provides updated and expanded information on **the co-occurrence of child maltreatment and domestic violence**, as well as information on how social service providers can work together to **improve services for children, youth, and families affected by domestic violence**. The redesigned section addresses: Impact, prevention, assessment, treatment services, casework practice, cross-system collaboration.

*You can visit the DV web section at [http://www.childwelfare.gov/systemwide/service\\_array/domviolence/](http://www.childwelfare.gov/systemwide/service_array/domviolence/)*



- **The New Children's Bureau Express (CBX):** CBX features content reflecting Children's Bureau priorities, including a message from the Children's Bureau Associate Commissioner with each issue. You'll also find prominent placement of news from the **Children's Bureau Training and Technical Assistance Network, Quality Improvement Centers**, and grantees, as well as other **Federal, State, local, and Tribal child welfare news**. Other features include practical tools and strategies, the latest research, and many other resources to help child welfare professionals in their work. *Check out the CBX website and sign up for your free subscription! <http://cbexpress.acf.hhs.gov>*

- **The New Social Worker Magazine FREE Right Now. Download from** <http://www.socialworker.com/home/component/remository/Download/TheNewSocialWorkerMagazine/TheNewSocialWorkerVol.16No.1> (Winter 2009). **More for you and your social work career!**

**Tentatively Scheduled Courses (Summer 2009 to Spring 2010)**

As you know, you may use track courses from the other track as your electives. You are also encouraged to take the following courses (tentatively listed in the faculty preliminary schedules) which are highly recommended by CWEP.

**Summer 2009:**

- Child Abuse and Neglect (Required for all CWEP students) (Summer III) (to be taught by **Brunessia Wilson**)
- Supervision and Consultation (Summer III) (**Trish Taylor**)
- Drugs in Society
- Study Abroad Hong Kong/China (5/30/09- 6/14/09) (**Patrick Leung**)
- Study Abroad Mexico (7/27/09-8/1/09) (**Sandra Lopez & Amber Mollhagen**)

**Fall 2009:**

- Clinical Practice with Children & Adolescents (**Monit Cheung**)
- Self Examination of Life Foundation (SELF) (**Trish Taylor**)
- Crisis Intervention
- Drugs in Society
- Group Therapy

**Spring 2010:**

- Child Abuse and Neglect (Required for all CWEP students)
- Clinical Practice with Families (Proposed)
- School Social Work
- Law and Social Work
- Mediation
- Grief & Bereavement

Please see "CWEP Required and Recommended Courses" list at [http://www.sw.uh.edu/communityoutreach/cwep\\_curriculum.php](http://www.sw.uh.edu/communityoutreach/cwep_curriculum.php). If you have other courses you would like to take that are not included in these course schedules, please contact Dr. Monit Cheung ([mcheung@uh.edu](mailto:mcheung@uh.edu)) to discuss availability. If you are planning to take these courses but they are not currently listed in your degree plan, please consult with both Jan Leger and Brunessia Wilson.

**Do You Know L.E.O.?**  
**Learning Enhancement Opportunity**



Your LEO Mentor is here to help you!

**CWEP Welcomes Corrine Waljarvi,**  
**LEO Mentor for CWEP**



When you want to get a third-person perspective about your academic preparation, or when you need someone to go over your presentation outline or paper format, please email or see Corrine Waljarvi, your LEO mentor for CWEP students.

Corrine writes, "My name is Corrine Waljarvi, and I am a first year student in the Ph.D. program at GCSW. I just received my MSW at GCSW last May, after completing four years in the program as a part-time student. I received my undergraduate degree in economics from Harvard, and worked as a public accountant while earning my M.S. in Accounting degree from New York University. I then earned an MBA from Harvard Graduate School of Business Administration, and pursued a management career while working for General Motors and General Electric. Following a diagnosis of cancer, I retired from the corporate world and devoted myself to raising my children and contributing to a variety of volunteer and charitable activities. I applied to the MSW program at GCSW after I had regained my health and my children had reached an age of relative independence.

I am currently working as a Doctorate Research Assistant with Dr. Monit Cheung. I am looking forward to the opportunity to help students currently in the CWEP program; I hope I can help you achieve your goals while avoiding unnecessary stress!"

Corrine's office hours for CWEP students in **Spring 2009 is Wednesday from 12 noon to 5pm**. Feel free to **email Corrine any time** at [cmwaljar@mail.uh.edu](mailto:cmwaljar@mail.uh.edu) to ask any questions related to your academic preparation, or to confirm a specific time for meeting with her. She looks forward to meeting with you in **Room 429** and helping in any way that she can. Remember, your **LEO mentor is available for CWEP students only**.

Dr. Monit Cheung, P.I. of CWEP

Please take full advantage of it!

**For CWEP Students ONLY!**





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

# CWEP NewsLine



Volume 10 Issue 5  
April 2009

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

## APRIL is National Child Abuse Prevention Month

- Raise awareness about child abuse and neglect
- Strengthen Families and Communities



To learn more about the history of the month and find strategies for engaging communities and supporting families, please visit <http://www.childwelfare.gov/preventing/preventionmonth/>



## Director's Comments

Joe Papick

"What is **CWEP**? We often use this term but seldom have we defined this and probable each of us has a different idea of what CWEP is. To me it includes the required CWEP courses aimed at **preparing you for the challenging child welfare work** ahead. It also includes the required **field work at various CPS placements** that enhances your skills and appreciation for the many different aspects of child welfare work. It includes the **CWEP Symposium** in the spring semester to significantly add to your knowledge base that may not be available in the academic courses that are offered. We seek evaluations and feedback for these and other aspects the CWEP experience in order to better the program for those who follow you. CWEP starts with your selection to join this unique process and continues with your employment as a CPS employee in some of the most challenging and exciting work available to social workers – enhancing the lives of children and families. CWEP offers **continuing education opportunities to CPS employees in obtaining their licensure** and in acquiring skills and knowledge in particular areas to help in your work. Many of you will have the opportunity as part of your academic studies to help in the development of new and exciting **foster parent trainings for CPS parents**. Most importantly though, to me, is that CWEP represents the commitment of many individuals to the improvement of skills and knowledge in CPS and the improvement of services to children and families in the state of Texas and the Houston regional area. It represents the results of **hard work and commitment of professional social workers to the child welfare field.**"



### What's inside

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Digital Recording for Child Forensic Interviews	5
Life Skills Training for Foster Parents with Older Children	6

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# CWEP Alumni Spotlight

This month we are highlighting

Gwen Carter,  
LMSW

## 1. What is your current position?

Public Information for the [Texas Department of Family and Protective Services](#) in Region 6 (Adult Protective Services, Child Protective Services and Child Care Licensing).

## 2. What did you like most about the CWEP program?

The [ongoing support](#) I received from CWEP staff and the GCSW. I always felt that whatever I needed to help me be successful in graduate school, was readily available. I also had the opportunity to meet some amazing people.

## 3. How did CWEP prepare you for your job?

I feel more comfortable with my writing skills and in making presentations. The whole experience taught me a lot about working with others and the foundations of [Social Work Practice](#).



## 4. Do you have any advice for current CWEP students?

Take full advantage of the support that is provided for you during this time. Take time to enjoy these experiences and know that they will not only help you be a [better Social Worker](#) but a [better person](#).

## 5. What are your plans for the future?

[Watch my children grow up](#), strengthen my faith, continue to help others, [become a published author](#) and someday [pursue a PhD](#).

Many Thanks to GWEN!

## L.E.O.

### Learning Enhancement Opportunity

Corrine Walijarvi, LEO Mentor for CWEP

For CWEP Students ONLY!

Your LEO Mentor is here to help you!

When you want to get a third-person perspective about your academic preparation, or when you need someone to go over your presentation outline or paper format, please email or see Corrine Walijarvi, your LEO mentor for CWEP students.

Corrine writes, "My name is Corrine Walijarvi, and I am a *first year student in the Ph.D. program at GCSW*. I just received my MSW at GCSW last May, after completing four years in the program as a part-time student. I received my undergraduate degree in economics from Harvard, and worked as a public accountant while earning my M.S. in Accounting degree from New York University. I then earned an MBA from Harvard Graduate School of Business Administration, and pursued a management career while working for General Motors and General Electric. . . I am currently working as a Doctorate Research Assistant with Dr. Monit Cheung. I am looking forward to the opportunity to help students currently in the CWEP program; I hope I can help you achieve your goals while avoiding unnecessary stress!"

Corrine's office hours: [Wednesday from 12 noon to 5pm \(Spring 2009\)](#), and [Available in the Summer by Email](#). Feel free to [email Corrine any time](#) at [cmwalija@mail.uh.edu](mailto:cmwalija@mail.uh.edu) to ask any questions related to your academic preparation, or to confirm a specific time for meeting with her. She looks forward to meeting with you in [Room 429](#) and helping in any way that she can. Remember, your [LEO mentor is available for CWEP students only](#).

Dr. Monit Cheung, P.I. of CWEP

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# Announcements

## CWEP Symposium



Dr. Monit Cheung (left) & Dr. Jean Latting (right)

*CWEP Symposium was held on Friday, March 13, 2009. Dr. Jean Kantambu Latting, Professor Emeritus at the Graduate College of Social Work, University of Houston, was invited to conduct a workshop entitled "Leadership Dynamics and Organizational Effectiveness: An Interactive Workshop." "It was excellent!!"*



A total of 28 people attended!

## Christine Smith (\$15,000) Graduate Studies Scholarship SCHOLARSHIP in Children and Family Studies



The Educational Foundation, IOOF, with funding from the estate of Christine Smith and the members of the Independent Order of Odd Fellows, has established the Christine Smith **\$15,000** Graduate Studies Scholarship for **graduate level studies specializing in children and family issues.**

If you will enroll in GCSW in Fall 2009 and Spring 2010, please email Dr. Monit Cheung at [mcheung@uh.edu](mailto:mcheung@uh.edu) for detailed information and application form.

To know more about the scholarship eligibility requirements, please visit CWEP website for current CWEP students or click this link [http://www.sw.uh.edu/communityoutreach/cwep\\_students.php](http://www.sw.uh.edu/communityoutreach/cwep_students.php) and check "Scholarship Opportunity."

## Online Learning Modules on EBP & Cultural Competence in Child Welfare

This is a **free online learning workshop!** This workshop consists of six self-study modules useful for students, workers, field instructors, supervisors and administrators who are interested in improving practice and managing to achieve **culturally competent, evidence-based practice.** Through this self-guided series, this information is available to you!



- Module 1: Introduction
- Module 2: First Things First: Key Concepts of Evidence-Based Practice & Child Welfare
- Module 3: First Things First: Key Concepts of Cultural Sensitivity
- Module 4: Moving Along: Implementation So Far!
- Module 5: Forward & Onward: Practice, Policy, and Research
- Module 6: Until Next Time: Challenges, Next Steps & Conclusions



Please go to the website below to retrieve the modules developed by **University of Minnesota.**  
[http://cehd.umn.edu/ssw/G-S/EBP-CC\\_Modules/index.html](http://cehd.umn.edu/ssw/G-S/EBP-CC_Modules/index.html)

## Essential Resources for CWEP Students

CWEP website provides you a lot of **essential resources and information** such as **Manuscript Submission Information, Questioning Techniques in Forensic Child Sexual Abuse Interviews, Scholarship Opportunity, the LEO mentor program, APA citation format, CWEP library catalog, NewsLine, etc.**

Please go to **CWEP website** at <http://www.sw.uh.edu/communityoutreach/cwep.php> and click on **CWEP current students** and **National Title IV-E Resources** to get these useful resources.



3

**Strengthening Families and Communities, Preventing Abuse:  
2009 Resource Guide**

Order your **FREE**  
copies Today!

Developed for service providers, the guide:

- Highlights strategies to strengthen families by promoting key protective factors that prevent child abuse and neglect
- Includes tip sheets in both English and Spanish to share with parents.



The guide can be downloaded or ordered at [http://www.childwelfare.gov/preventing/res\\_guide\\_2009/](http://www.childwelfare.gov/preventing/res_guide_2009/), or contact Child Welfare Information Gateway at 1.800.394.3366 or [info@childwelfare.gov](mailto:info@childwelfare.gov)

**New Deadline for Adoption Excellence Awards Submissions**  
**Nominations by Friday, May 22, 2009**



The U.S. Department of Health and Human Services (USDHHS) invites you to **nominate candidates** for the **2009 Adoption Excellence Awards** (self-nominations will be accepted). Guidelines, nomination form, and information about past recipients are located at:

[www.acf.hhs.gov/programs/cb/current\\_initiatives/aeawards.htm](http://www.acf.hhs.gov/programs/cb/current_initiatives/aeawards.htm)

Please take a few minutes to recognize a person or program that has shown dedication, innovation, and accomplishment in providing safe, permanent, loving homes for America's waiting children.



**ChildFirst: A Quarterly Forensic Interviewing Newsletter**

*ChildFirst* is a quarterly forensic interviewing newsletter issued by the National Child Protection Training Center. The first issue includes an article concerning the selection of recording technology for child forensic interviews (see p.5).

To read or download a copy of the newsletter, please visit [www.ncptc.org](http://www.ncptc.org) and click on "publications."

**Title IV-E Federal Region VI Roundtable**  
**New Braunfels, Texas (May 28-29, 2009)**



The 13<sup>th</sup> Annual Roundtable Conference will be presented by the **Texas State University**, The Center for Children and Families, School of Social Work, and Texas Department of Family and Protective Service.

*For registration, please visit*

<http://www.ccf.txstate.edu/Projects/Current-Projects/Title-IV-E-Federal-RegionVI-Roundtable.html>

**National Child Welfare Evaluation Summit (Washington, D.C.)**  
**(May 27-29, 2009)**

**Target Participants:** Children's Bureau discretionary grant evaluators, State and Tribal child welfare administrators and analysts, evaluation experts in child welfare, evaluation experts in other human service fields, and interested child welfare professionals.

*For more information, please contact:* [evaluationsummit@pal-tech.com](mailto:evaluationsummit@pal-tech.com)



## Population-Based Prevention of Child Maltreatment: The U.S. Triple P System Population Trial

By Prinz, R. J., Sanders, M. R., Shapiro, C. J., Whitaker, D. J., & Lutzker, J. R.

This is a new study (January, 2009), funded by the Centers for Disease Control and Prevention (CDC), that indicates when parents have access to proven **parenting interventions** designed to address problems all families face—from tantrums to encouraging good behavior --- key measures of **child maltreatment fall**.



Support for families enrolled in the study came through the **Triple P—Positive Parenting Program**. Using a *multi-level, parenting, and family support strategy*, this program aims to prevent behavioral, emotional and developmental problems in children by enhancing the skills, knowledge and confidence of parents. Triple P incorporates various **support mechanisms for parents** including local media, brief public seminars, and parent consultation by specially trained providers in schools, churches, clinics, and community centers.

According to researchers' estimate on the basis of 100,000 children under age eight, the results found in this study could translate annually into 688 fewer cases of child maltreatment, 240 fewer out-of-home placements and 60 fewer children with injuries requiring hospitalization or emergency room treatment.



For the complete study, please visit the January 2009 online edition of *Prevention Science* at <http://www.springerlink.com/content/a73718k76218j7k2/?p=587ecf68cf6745058cb3e636889cdf70&pi=0>. For details on the Triple P – Positive Parenting Program, visit [www.triplep.net](http://www.triplep.net). For information on CDC's prevention research in child maltreatment, visit [www.cdc.gov/injury](http://www.cdc.gov/injury).

## A Forensic Interviewer's Perspective on Digital Recording of Children By Rita Johnson

In the U.S., there are over 700 Children's Advocacy Centers (CACs) that facilitate collaborative investigations and forensic interviews that are conducted in a neutral, child-friendly environment. However, little has been known about the utilization of recording technology for child forensic interviews. The article will discuss both benefits and pitfalls that technology offers.



Views from child protection professionals about recording child interview were divergent.

- **Advantages:** The recording "speaks for itself"; increases plea agreements; allows protection for trained interviewer; obtains both audio and video; shows demeanor of both child and interviewer; and provides evidence.
- **Disadvantages:** The recording will be "used" against the child in court; interviewer errors may be over-emphasized in court; the state does not allow recordings to be used in the judicial process; equipment problems; and poor quality audio and video.



Source: The full article can be found in the *ChildFirst* Spring 2009 Issue published by National Child Protection Training Center. ([http://www.ncptc.org/index.asp?Type=B\\_BASIC&SEC={F036F982-64E1-4093-A693-6F89008B71D3}&DE={8F1CD4CB-689C-4DA5-818C-A243FAF1BEDC}](http://www.ncptc.org/index.asp?Type=B_BASIC&SEC={F036F982-64E1-4093-A693-6F89008B71D3}&DE={8F1CD4CB-689C-4DA5-818C-A243FAF1BEDC}))

**“Aging Out Without Doubt”:  
Life Skills Training for Foster Parents with Older Children**  
by Julia Randle



There are more than 500,000 children and youth in foster care in the United States; approximately 20,000 youth “age out” or emancipate from foster care each year. Up to 50% of former foster/probation youth become homeless within the first 18 months of emancipation. These kids are more likely to face unemployment, incarceration, teen parenthood, and educational deficiencies. In the face of these grim statistics, the University of Houston, along with CPS, sought to help curb these trends. The foster parent training held on March 16, 2009, aimed to teach parents life skills to pass on to their foster youth to help give them the competence to not only survive, but also succeed.

This training was designed by University of Houston graduate student Julia Randle under the guidance of Dr. Patricia Taylor. Based on governmental research, areas covered in the curriculum included: statistics of children in care and outcomes for youth aging out, adolescent development and impaired development for abused youth, positive youth development, and life skills training. A dynamic group of foster parents, ranging from 20 year veterans to a family still considering the process, brought their unique insights to the group. Participants were provided a resource table including: pertinent CPS information, community resources, college prep materials, and a book donated by selling author and television host Chad Foster, *Teenagers Preparing for the Real World*. In addition to the lively discussion and activities, the highlight of the evening was the vision board activity where participants identified goals for their foster children and themselves. Foster parents left with greater knowledge about the needs and realities of youth aging out of care, as well as with tools to help smooth that transition.



Julia Randle set up the resource table for foster parents, including a generously donated book by Chad Foster, *Teenagers Preparing for the Real World*.



Students diligently work on vision boards, which identify their goals for their foster children, and/or themselves.



Foster parent, Babb, tells his story to the group.



**Feedback from Participants:** i) Great presenter-comfortable atmosphere; great participants, ii) The picture board was the anchor of the lessons and messages; iii) Everything was useful! iv) Great Class! v) Thank you Julia...



Foster parents work to identify myriad foster child needs in this activity.



Prospective foster parent proudly shares her plan to help children in need.



Training participant shares her aspirations with the class.

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix D-15: Learning Enhancement Opportunity Flyer**



**UNIVERSITY of HOUSTON**  
GRADUATE COLLEGE OF SOCIAL WORK  
WWW.SW.UH.EDU

## ***Do You Know L.E.O.?*** **Learning Enhancement Opportunity**

### ***LEO is a mentorship program providing academic support for Child Welfare Education Project (CWEP) students***

Under the supervision of Dr. Monit Cheung (Professor of Social Work), Ms. **Corrine Walijarvi** (Social Work Doctoral Student) serves as a mentor to the CWEP students to help in such diverse areas as computer research skills, APA formatting, paper organization, preparation of presentation materials, etc.\*

***(\*We don't provide editing services, but we offer suggestions to improve paper structure and organizational style.)***

**If you need academic mentorship at any time during your MSW study, please contact Dr. Monit Cheung at 713-743-8107.**

For the academic year 2008-09, please see **Corrine Walijarvi** at her office (GCSW Rm. 429)

on Tuesday or Thursday from 1-5pm.

You may also email Corrine at [cwalijarvi@hotmail.com](mailto:cwalijarvi@hotmail.com) if you don't have time for face-to-face meetings.

***You'll be glad you did.  
Get to know L.E.O.***

An academic mentorship program offered by  
Child Welfare Education Project  
A Title-IV-E GCSW/CPS Partnership Grant

**CWEP**  
**Child Welfare Education Project**  
**Annual Report FY 09**

**Appendix E: Evaluation Report**

**An Evaluation of the Child Welfare Education Project:  
Annual Report (2009)**

**By**

**Performance Measure Manager:  
Patrick Leung, Ph.D.**

**Graduate Research Assistants:  
Ada Cheung, LMSW  
Amanda Ford**

**Graduate College of Social Work  
University of Houston**

**August 31, 2009**

## **Executive Summary**

### **An Evaluation of the Child Welfare Education Project:**

#### **Annual Report (2009)**

The tenth annual evaluation report of the Child Welfare Education Project (CWEP) contains an evaluation of MSW students divided into two groups of CPS employees and non-CPS employees, CWEP graduates, CWEP staff members at UH-GCSW, DFPS (Texas Department of Family and Protective Services) administrators and field instructors. The purpose of the evaluation was to assess the effectiveness of the CWEP program in preparing students for CPS work. A total of 21 out of 24 current students (87.5%) participated in the survey. One student out of 25 current students exited the program, and an exit interview was conducted. All of the students accessed the survey instrument via the SurveyMonkey.com survey link. An introductory e-mail about the survey was sent by the Director of CWEP.

In terms of the Graduate Survey, a total of 37 out of 102 graduates (36.3%) participated in the survey; more than half of the graduates did not participate in the survey due to limited contact information or non-response. All graduates accessed the survey instrument via [surveymonkey.com](http://surveymonkey.com). Again, an introductory email about the survey was sent by the Director of CWEP. Interviews of both the CWEP students and the CWEP graduates were conducted between April, 2009 and June, 2009. Also, a total of seven out of seven CWEP staff members (100%) at UH-GCSW were interviewed. A total of five out of six DFPS administrators (83.33%) were interviewed. A total of seven out of nine field instructors (77.78%) were interviewed concerning the effectiveness of the CWEP program. All interviews took place between April and June of 2009.

Various statistical and content analyses were conducted on the data from the two groups of CWEP students (CPS employees and non-CPS employees). The analyses provided valuable information that was used to describe the impact of the CWEP program from the view of the participants and to make recommendations for the CWEP program based on the aggregate findings.

The data suggest that students, graduates, non-completer, staff, DFPS administrators and field instructors were satisfied with the CWEP program and believed that the educational opportunity was beneficial. Reported strengths of the program included supportive CWEP staff, financial aid, employment and the curriculum. Suggested improvements in the program were related to lack of flexibility, content in curriculum, technological resources, scheduling conflicts, and contacts with CWEP staff. All CPS employees consulted with their student advisors. Non-CPS employees agreed that the CWEP program has helped increase their knowledge in child welfare. The primary reasons for graduates to stay at CPS were CWEP contract, benefits, flexibility, and belief in the mission, vision, and values of DFPS as motivating factors. The CWEP non-completer disliked the CPS repayment requirements. CWEP staff supported the program's purpose and ideals. DFPS administrators conveyed having positive impressions about the program, its students and its quality or strengths in terms of its educational and employment purposes and in terms of agency relations. Field instructors reported skill development, client service, and agency efficiency as being beneficial to field instructors, students, and agencies with minimal observable challenges. In light of the

strengths and weaknesses of CWEP, we would recommend that CWEP continue to implement the program as it was designed. However, the following recommendations were made to improve CWEP based on the overall findings:

1. Publicize the advantages of LEO more frequently in order to encourage usage.
2. Improve communication between students and CWEP staff so that students' concerns and problems can be discussed from time to time. Set up regular meetings with individual students to discuss issues happening in the program such as electives, field issues and policy changes.
3. Continue developing ways of communicating with students, such as the website, phone, email, and/or face-to-face contact that disseminate information in easily accessible ways. Repeatedly inform students about the availability of the resources such as LEO, library materials, videos, etc.
4. Offer training for CPS on-site supervisors that focuses on how to accommodate students' need to be effective learners at their CPS internship.
5. Continue to increase stipend amount to keep up with the cost of education, which includes both tuition and additional resources (books, materials, etc.). Allow flexibility to use the stipend to meet the differing needs of students resulting from enrollment status (part-time, full-time, flex option). Continue to offer incentives (stipend and educational benefits) and publicize this information during CWEP recruitment to raise awareness and enhance recruitment strategies.
6. Acquire additional funding to supplement the stipend and actual costs for education (such as travel, book purchase, etc.) for the programs to attract students.
7. Assist students in coursework in terms of developing skills and resources necessary to work in child welfare, providing in-depth application and understanding of CPS-related issues to equip students for future career development, and emphasizing the benefits and strengths of working to improve the lives of children and families.
8. Be sensitive in scheduling of meetings and activities to meet the needs of the students as students are often committed to attending school, maintaining employment, completing internship hours, and tending to personal/familial obligations.
9. Make efforts to minimize obstacles for employee students such as scheduling conflicts that can arise from the unpredictability of class schedules, individual student crises, and the scheduling of field placement during hours that do not correspond with regular business hours.
10. Provide more opportunities for graduates to obtain career promotions and receive satisfactory salaries and benefits.

11. Give appreciation and encouragement to work supervisors to motivate graduates to maintain employment at CPS.
12. Make efforts to minimize stress and/or develop strategies for managing stress to foster sustained employment.
13. Offer continuing education and training opportunities that are comparable to the experience and expertise of graduates.
14. Connect the preceptors with the GCSW through invitation to college-sponsored events and the development of a closer association with the field programs.
15. Recruit more students to the program, and ensure that students who are recruited are actively interested in the program and in pursuing the field of child welfare in future contexts.

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# **An Evaluation of the Child Welfare Education Project: Annual Report (2009)**

## **I. Introduction**

In the spring of 2009, the tenth annual evaluation of the Child Welfare Education Project (CWEP) was initiated. The evaluator completed the evaluation report in August 2009 and made specific recommendations to the program. The purpose of the evaluation was to document both process and outcome measures related to CWEP services and activities for the most recent academic year to ensure that CWEP continues to meet its goals and objectives efficiently and effectively. This report contains data and results from the following groups:

1. CWEP Students
2. CWEP Graduates
3. CWEP Non-Completer
4. CWEP Staff at UH-GCSW
5. DFPS Administrators
6. Field Instructors

In the first year of the evaluation (1999-2000), CWEP students were the only participants included in the evaluation process. In the second year (2000-2001), the evaluation was expanded to include CWEP students, Child Protective Services (CPS) supervisors who had direct contact with students, field instructors, CWEP staff at UH-GCSW (formerly UH-GSSW), and DFPS administrators (formerly TDPRS staff - Region 6). In 2001-2002, the CWEP Evaluation Committee recommended that the evaluation of CWEP students and Field Instructors be conducted on an annual basis; whereas, the evaluation of CWEP staff at UH-GCSW and DFPS administrators be conducted every three years since most of the staff remains unchanged within a three-year period.

## II. Interviews with CWEP Students

### *A. Methodology*

A total of 21 out of 24 CWEP students (87.5%) participated in the evaluation. One out of the 25 students exited the program and completed the exit interview. The CWEP office provided the names of the students participating in CWEP during the 2008-2009 academic year. The instruments used to collect data were developed by the evaluator with input from the members of the Evaluation Committee (see Appendix I). The instrument included both quantitative and qualitative questions, such as satisfaction with CWEP, increased skill level due to participation in CWEP, and enhancement in attitudes related to CWEP trainings and/or courses. On quantitative questions, students were asked to indicate how strongly they agreed or disagreed with a statement with the following possible choices: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree, and (N/A) not applicable. Any question with an average mean score above the midpoint (3.0) suggested that on average, students viewed the issue more positively than negatively. In the qualitative queries, the number of responses given may have exceeded the number of respondents, as the respondents sometimes gave multiple responses within each open-ended question. The information from participants was obtained via surveymonkey.com. The data collection process began in April of 2009 and was completed in June of 2009.

CWEP students participated in the program through the University of Houston Graduate College of Social Work (UH-GCSW). Most of the participants were employed by CPS; although, a few were not.

Table 1 summarizes the participation rate of the CPS and Non-CPS cohorts.

Table 1

#### *Response Rate by Group*

Group	Responded to the survey	Number of Students	Response Rate
CPS	14	16	87.5%
Non-CPS	7	8	87.5%

### *B. Findings: Responses from CPS Employees*

#### *Demographics (See Table 2)*

The sample consisted of 14 CPS employees. The response rate was 87.5% (See Table 1). Of the CPS employee group, 92.9% (n=13) were female. The mean age of participants was 36. In terms of ethnicity, 42.9% of the students were Asian American, 28.6% of the students were Caucasian, and Hispanic students represented 7.1%. In terms of education, 24.1% of participants had a social work degree, and 14.3% of participants had a sociology degree. About 57.1% of participants were in their

first year. Approximately 92.9% of participants enrolled part time. About 35.7% of participants indicated “Clinical Practice” as their declared concentration, while 28.6% declared “Leadership, Administration & Advocacy,” and 21.4% declared “Children and Families”. About 35.7% of participants expected to graduate with their MSW in 2010.

The mean of participants’ years of paid child welfare experience was 8.5. About 50% of participants had between one and ten years of experience, while 21.4% had eleven to twenty years of paid child welfare experience. In terms of length of volunteer child welfare experience, the mean was 2 years. About 35.7% of participants reported having one to five years of volunteer work experience in child welfare. Data from the interviews also demonstrated that respondents employed by CPS held a variety of positions within the agency. The most frequently reported job title was that of Specialist III (21.4%). About 50% of participants were assigned to the unit of “Family Preservation”. Approximately 57.1% of participants learned about CWEP from attending the information meeting at CPS. MSW education (42.9%) and the stipend (42.9%) were the most important factors for participants to apply to CWEP.

Table 2  
*Demographic Characteristics of CWEP Students (CPS Employees N=14)*

<b>Variable</b>	<b>N</b>	<b>%</b>
Gender		
Female	13	92.9
Missing	1	7.1
Age (Years)		
23-30	3	21.4
31-45	5	35.7
Missing	6	42.9
(Mean:35.88, SD:9.02)		
Ethnicity		
African American	0	0
Asian American	6	42.9
Caucasian	4	28.6
Hispanic	1	7.1
Missing	3	21.4
Education		
Social work degree	3	24.1
Sociology degree	2	14.3
Psychology degree	1	7.1
Others	3	21.4
Missing	6	42.9
Year in the MSW program		
1 <sup>st</sup> Year	8	57.1
2 <sup>nd</sup> Year	3	21.4
4th Year	2	14.3
Missing	1	7.1
Enrollment Status		
Full time	1	7.1
Part time	13	92.9

Variable	N	%
Missing	1	7.1
Concentration		
Children and Families	3	21.4
Clinical Practice	5	35.7
Leadership, Administration & Advocacy	4	28.6
Gerontological Social Work	1	7.1
Missing	1	7.1
Graduation Date		
2009	4	28.6
2010	5	35.7
2011	4	28.6
Missing	1	7.1
Paid Child Welfare Experience (Years)		
1-10	7	50
11-20	3	21.4
Missing	4	28.6
(Mean: 8.5, SD: 5.89)		
Voluntary Child Welfare Experience (Years)		
0	3	21.4
1-5	5	35.7
Missing	6	42.9
(Mean: 2.13, SD: 1.89)		
CPS Employment (Years)		
1-5	9	64.3
6-10	2	14.3
11-15	1	7.1
Missing	2	14.3
(Mean: 4.83, SD: 4.04)		
Job Title		
CPS investigative supervisor II	1	7.1
CPS investigator III	1	7.1
CPS specialist III	3	21.4
CPS specialist IV	1	7.1
CPS supervisor I	2	14.3
Family based CPS specialist II	1	7.1
Family based CPS specialist IV	1	7.1
Kinship caregiver CPS specialist IV	1	7.1
Program specialist III	1	7.1
Program specialist IV	1	7.1
Missing	1	7.1
Unit or Stage assigned		
Adoption	2	14.3
Family Preservation	7	50
Foster and Adoptive Home Development	1	7.1
Substitute Care	2	14.3
Missing	2	14.3
Learn about CWEP from		

Variable	N	%
Information meeting at CPS	8	57.1
Through CWEP participant(s)	2	14.3
From a flyer	0	0
From UH-GCSW website	0	0
Missing	4	28.6
Factor(s) to apply to CWEP		
Guarantee of CPS job upon graduation	3	21.4
Job advancement	4	28.6
MSW education	6	42.9
Stipend	6	42.9

### *Survey Responses from CPS Employees (Appendix I)*

In terms of CWEP Staff contact/consultation (See Table 3), 100% of participants consulted with their student advisor Brunessia Wilson with a mean learning impact score of 2.86 (SD=1.17). Two participants indicated that they met weekly, 5 participants met monthly, and 7 participants met yearly. About 57.1% consulted with their field advisor Kathy Clark with a mean learning impact score of 1.45 (SD=1.29). One participant indicated that he/she met weekly, 1 participant met monthly, and 6 participants met yearly. About 21.4% consulted with faculty advisor Dr. Monit Cheung with a mean learning impact score of 1.11 (SD=1.69). Two participants indicated that they met monthly, and 4 participants met yearly. About 14.3% consulted with the CWEP director Joe Papick with a mean learning impact score of .57 (SD=.98), and 6 participants indicated that they met yearly. No contact/consultation was made with the LEO mentor and/or stipend coordinator.

In terms of CWEP activities/courses (See Table 4), 85.7% of participants attended the CWEP orientation/contract signing with a mean learning impact score of 2.1 (SD=1.5). Two participants indicated they attended quarterly, and 10 participants attended yearly. About 78.6% of participants attend the CWEP symposium/town hall meetings with a mean learning impact score of 1.6 (SD=1.6). Four participants indicated they attended quarterly, and 6 participants attended yearly. About 71.4% of participants read the NewsLine with a mean learning impact score of .57 (SD=.98). One participant indicated he/she read weekly, and 5 participants read quarterly. About 57.1% of participants attended the field practicum meetings with a mean learning impact score of 1.5 (SD=1.2). Three participants indicated they attended quarterly, and 5 participants attended yearly. No participation was shown for independent study with Dr. Cheung and/or the LEO mentor service.

Table 3

#### *CWEP Staff Contacts and Learning Impact of CWEP Students (Employees N=14)*

CWEP Staff	Contact		Frequency			Impact	
	N	%	Weekly	Monthly	Yearly	Mean	SD
CWEP Director, Joe Papick	2	14.3	0	0	6	.57	.98
Dr. Monit Cheung (Faculty)	3	21.4	0	2	4	1.11	1.69
Dr. Trish Taylor (Faculty)	1	7.1	1	0	2	1.0	1.73
Field Advisor, Kathy Clark	8	57.1	1	1	6	1.45	1.29
LEO mentor (Shetal Gupta or Corrine)	0	0	0	0	0	0	0

Walijarvi)								
Stipend Coordinator, Ann McFarland	0	0	0	0	2	.17	.41	
Student Advisor, Brunessia Wilson	14	100	2	5	7	2.86	1.17	

\*Impact: 0=no impact at all, 1=small impact, 2=some impact, 3=significant impact and 4=great impact.

Table 4

*CWEP Activities/Courses Participation and Learning Impact of CWEP Students (Employees N=14)*

CWEP Activities/Courses	Participation		Frequency			Impact	
	N	%	Weekly	Quarterly	Yearly	Mean	SD
Field Practicum Meetings	8	57.1	0	3	5	1.5	1.2
Orientation/Contract Signing	12	85.7	0	2	10	2.1	1.5
Symposium/Town Hall Meeting	11	78.6	0	4	6	1.6	1.6
Website	5	35.7	2	3	1	1.1	1.5
Committee or NewsLine Interview	0	0	0	1	0	.63	.92
NewsLine	10	71.4	1	5	0	.57	.98
Elective Course	1	7.1	1	0	0	1	1.9
Required Course	4	28.6	3	2	1	1.7	1.7
Independent study with Dr. Taylor	1	7.1	1	0	0	.57	1.5
Independent study with Dr. Cheung	0	0	0	0	0	0	0
LEO Mentor Service	0	0	0	0	0	0	0

\*Impact: 0=no impact at all, 1=small impact, 2=some impact, 3=significant impact and 4=great impact.

In terms of satisfaction statements (See Table 5), quantitative and qualitative responses are summarized below:

## 2) I am satisfied with the CWEP program so far.

About 71.4% of participants were satisfied with the CWEP program, while 14.2% of participants reported being dissatisfied with the program. The mean score was 3.71 (SD=1.14) (*5=highest, 1=lowest*). Three qualitative questions related to this survey item were also posed at this point, and multiple responses were allowed.

The first qualitative question asked the respondents to detail what changes would make the respondents more satisfied with CWEP. A total of 5 responses (multiple responses were allowed) included the curriculum and support. In the area of curriculum, one participant indicated that “it should not take a part time student 3.5 years to complete. There seems to be too many unnecessary classes,” and one participant indicated that “The SELF class should be offered in the summer as well”. In terms of support, three participants indicated that they were satisfied with the CWEP program and stated that “the advisement helps me to get required courses fulfilled as well as some

that I am interested in” and “GCSW staff are involved in making the CWEP program the success that it is”.

The second qualitative question within this survey item asked about perceived strengths of CWEP. A total of 10 responses included supportive CWEP staff, financial aid and the curriculum. Five participants mentioned that CWEP staff members were helpful and provided supports. They indicated that “I feel the instructors and staff assisted greatly in the student’s success”, “Staff members identify with the workload and requirements of being a CPS caseworker because most of them have been employed with CPS previously, and that makes it easy for them to identify with students’ needs in managing a career and furthering our education at the same time”. Three participants mentioned that the financial aid was helpful by stating, “The stipend helps pay for school”. Two participants indicated that the program itself was a strength by stating, “The classes offered are focused on areas helpful for those working for CPS”, “The program invites our supervisors to meetings to know what the students are asked to do,” and “The program helps students out with a plan to finish school at their own pace but is workable with our job”.

The last qualitative question included within this survey item asked the students to detail the areas of CWEP they perceived as needing improvement. A total of 6 responses were given with themes such as lack of flexibility, content in curriculum, and contacts with CWEP staff. Four participants indicated that the curriculum was not flexible by stating, “There need to be more core studies involving actually being a social worker. I feel some of the classes were repetitive and not needed” and “I feel like a lot of activities and meetings are scheduled during the day, making it difficult for students who work full-time and have their internship”. Two participants indicated that the contacts with CWEP staff were limited by stating “They do not assist you but then want to have a meeting after the whole year to discuss” and “Some staff members are not knowledgeable in this field, and they didn’t return phone calls or email. The staff need to be up to date on information, fresh new faces and excited about the jobs they are performing”.

### **3) My expectations of CWEP have been met.**

About 71.4% of participants indicated that their expectations of CWEP had been met, while 14.3% of participants strongly disagreed with this statement. The mean score was 3.57 (SD=1.22). One qualitative question was asked about how CWEP could help the students meet their expectations if the expectations had not been met. A total of 3 responses concerned the schedule by stating, “I feel like a lot of activities and meetings are scheduled during the day, making it difficult for students who work full-time and have their internship”.

### **4) CWEP program provides financial assistance for costs associated with my MSW study.**

About 78.6% of participants were satisfied with the financial assistance provided by the CWEP program with their MSW study, while 14.3% of participants disagreed with this statement. The mean score was 3.93 (SD=1.0). A total of 6 responses concerned about the tuition fees and other financial assistances such as “Tuition has increased yet the stipend amount remains the same”, “I did attend fulltime, but I had to pay out of my own pocket”, “The amount issued and the length of time given to complete the program does not match.”

**5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.**

About 64.3% of participants were satisfied with the child welfare oriented classes and field internships provided by the CWEP program, while 21.4% of participants disagreed with this statement. The mean score was 3.36 (SD=1.69). A total of 4 responses concerned about the classes and orientation such as “ they either need more in-depth classes or delete some of the unnecessary classes”, “I am looking forward to taking the Child Abuse/Neglect course as I have taken the training, while employed with CPS and found it most helpful” and “the orientation (GCSW) appeared to be unorganized”.

**6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.**

About 64.3% of participants were satisfied with the special seminars and workshops provided by the CWEP program, while 14.2% of participants disagreed with this statement. The mean score was 3.36 (SD=1.45). An additional comment from a participant indicated that “workshops are being held, but they are not at convenient times for those who already work for CPS and shouldn’t be made mandatory”.

**7) CWEP program provides staff assistance for my advising and field internship support.**

About 71.4% of participants were satisfied with the staff assistance for advising and field internship support provided by the CWEP program, while 14.2% of participants disagreed with this statement. The mean score was 3.79 (SD=1.19). For example, one participant indicated that he/she had concern regarding the staff’s competency in CWEP

**8) CWEP program provides employment in Children’s Protective Services after graduation.**

About 85.7% of participants were satisfied with the employment in CPS after graduation. The mean score was 4.46 (SD=.66). One participant indicated that “Child protective services should not be the only option”.

**9) CWEP program provides rewarding opportunities to improve the lives of children and families.**

About 71.4% of participants were satisfied with the rewarding opportunities to improve the lives of children and families provided by the CWEP program, while 14.2% of participants disagreed with this statement. The mean score was 3.86 (SD=1.23). One participant indicated that “the courses were greatly helpful in my current position,” while one participant indicated that “CPS provides opportunities not CWEP”.

**10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.**

About 35.7% of participants indicated that their on-site supervisor accommodated their needs to be effective learners. The mean score was 2.07 (SD=2.24). Three participants added that they had not started their internships, while one participant indicated that “I have had very supportive supervisors”.

**11) The CWEP program helps me in my professional development.**

About 71.4% of participants indicated that the CWEP program helped them in their professional development, while 14.2% of participants disagreed with this statement. The mean score was 3.71 (SD=1.64). One participant added that “I am able to apply some of the objectives I’m learning in class on my current job with CPS”.

**12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.**

About 71.4% of participants were satisfied with the activities and/or courses required/recommended by CWEP with their career enhancement, while 14.2% disagreed with this statement. The mean score was 3.64 (SD=1.60).

**13) CWEP has helped increase my knowledge in child welfare.**

About 71.4% of participants indicated that the CWEP program has helped increase their knowledge in child welfare, while 14.2% of participants disagreed with this statement. The mean score was 3.64 (SD=1.60).

**14) CWEP has helped enhance a positive attitude toward child welfare.**

About 71.4% of participants indicated that the CWEP has helped enhance a positive attitude toward child welfare, while 7.1% of participants disagreed with this statement. The mean score was 3.71 (SD=1.54). One participant stated that “I have always been devoted to protecting the unprotected and believe I am becoming stronger and more dedicated”.

**15) CWEP has helped increase my skills in child welfare.**

About 64.3% of participants indicated that the CWEP has helped increase their skills in child welfare, while 7.1% of participants disagreed with this statement. The mean score was 3.64 (SD=1.55).

**16) The CWEP stipend influenced my decision to apply to the MSW program.**

About 78.5% of participants indicated that the CWEP stipend influenced their decision to apply to the MSW program, while 14.2% disagreed with this statement. The mean score was 4.41 (SD=1.29). One participant added that “I had a desire to obtain an MSW while obtaining my BSW and was not as familiar with the CWEP stipend during that period”.

**17) The stipend amount is sufficient.**

About 50% of participants indicated that the stipend amount was sufficient, while 42.9% of participants disagreed with this statement. The mean score was 3.21 (SD=1.37). A total of five responses were concerned with the amount of the stipend such as “it would be helpful if the stipend covered the entire cost of rising tuition, materials, books”, “it would be helpful if the stipend were more flexible to fit the needs of flex time students that take 9+ hours”, “I still have to pay the balance out of my pockets and get loans”, “There were times during field placement that additional classes were needed which the stipend didn’t quite pay for” and “The stipend was not always sufficient for part time students”.

**18) The requirements of the CWEP program were explained to me clearly.**

About 85.7% of participants indicated that the requirements of the CWEP program were explained to them clearly, while 7.1% of participants disagreed with this statement. The mean score was 4.14 (SD=.86).

**19) The CWEP website is useful.**

About 50% of participants indicated that the CWEP website was useful. The mean score was 3.07 (SD=1.82).

**21) My CPS employer provides me with sufficient support to participate in the CWEP program.**

About 85.7% of participants indicated that their CPS employers provided sufficient support for them to participate in the CWEP program. The mean score was 4.5 (SD=.76). One participant added that “Often times frustration is evident due to missing two days a week from work while completing the internship. It would be helpful if the agency would approve the entire 8 hours of educational leave during the outside internship so that leave balances are not depleted within a short time frame”.

**22) CWEP has helped me to be more effective in my child welfare career.**

About 71.4% of participants indicated that CWEP helped them to be more effective in their child welfare careers, while 7.1% of participants disagreed with this statement. The mean score was 3.64 (SD=1.50). An additional qualitative question asked how CWEP could help the students to be more effective in their child welfare careers. Only one participant commented, “I honestly don’t think it can”.

**23) My CPS job supervisor accommodates my needs to be an effective learner in the CWEP program.**

About 85.7% of participants indicated that their CPS job supervisors accommodated their needs to be effective learners in the CWEP program. The mean score was 4.07 (SD=1.33). Two participants indicated that “my current supervisor is very accommodating, and accommodates my needs to complete my MSW at the UH-GCSW”.

Table 5  
*Items Included in the Instrument (CPS Employees N=14)*

Statement/Question (See the Instrument in Appendix I)	Mean	SD
2) I am satisfied with the CWEP program so far.	3.71	1.14
3) My expectations of CWEP have been met.	3.57	1.22
4) CWEP program provides financial assistance for costs associated with my MSW study.	3.93	1.00
5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.	3.36	1.69
6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.	3.36	1.45
7) CWEP program provides staff assistance for my advising and field internship support.	3.79	1.19
8) CWEP program provides employment in Children's Protective Services after graduation.	4.46	.66
9) CWEP program provides rewarding opportunities to improve the lives of children and families.	3.86	1.23
10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.	2.07	2.24
11) The CWEP program helps me in my professional development.	3.71	1.64
12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.	3.64	1.60
13) CWEP has helped increase my knowledge in child welfare.	3.64	1.60
14) CWEP has helped enhance a positive attitude toward child welfare.	3.71	1.54
15) CWEP has helped increase my skills in child welfare.	3.64	1.55
16) The CWEP stipend influenced my decision to apply to the MSW program.	4.41	1.29
17) The stipend amount is sufficient.	3.21	1.37
18) The requirements of the CWEP program were explained to me clearly.	4.14	.86
19) The CWEP website is useful.	3.07	1.82
21) My CPS employer provides me with sufficient support to participate in the CWEP program.	4.5	.76
22) CWEP has helped me to be more effective in my child welfare career.	3.64	1.50
23) My CPS job supervisor accommodates my needs to be an effective learner in the CWEP program.	4.07	1.33

*Note:* 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree, N/A = not applicable  
 Based on 14 participants that responded to the survey.

Three qualitative questions were asked. Regarding any other comments to CWEP, no participant responded. Regarding course topics or symposiums that would help a CWEP student to be an effective child welfare worker, a total of four participants responded and indicated that courses on grief and loss, leadership, group therapy, mediation, and social work within the legal system would be beneficial. Regarding any suggestion about the MSW curriculum that can help enhance

CWEP students' CWEP participation, a total of three participants responded and made suggestions for “CPS workers to have more educational leave so we could participate more at school” and “some professors were very supportive of CWEP students, and this should continue”.

### *Summary of Findings of CPS Employees*

- 100% of participants consulted with their student advisor, Brunessia Wilson; 57.1% consulted with their field advisor, Kathy Clark; About 21.4% consulted with faculty advisor, Dr. Monit Cheung; About 14.3% consulted with the CWEP director, Joe Papick
- No contact/consultation was made with the LEO mentor and/or stipend coordinator.
- 85.7% of participants attended the CWEP orientation/contract signing; About 78.6% of participants attended the CWEP symposium/town hall meetings; About 71.4% of participants read the NewsLine; About 57.1% of participants attended the field practicum meetings.
- About 57.1% of participants learned about CWEP from information meetings at CPS.
- About 42.9% of participants applied to CWEP due to the stipend and MSW education.
- About 71.4% of participants were satisfied with the CWEP program; a total of 10 responses included supportive CWEP staff, financial aid, and the curriculum. In terms of improvement, a total of 6 responses were given with themes such as lack of flexibility, content in curriculum, and contacts with CWEP staff.
- About 85.7% of participants were satisfied with the employment in CPS after graduation.
- About 50% of participants indicated that the stipend amount was sufficient, while 42.9% of participants disagreed with this. A total of five responses were concerned that the amount of the stipend was not sufficient to cover all fees such as rising tuition, materials, and/or books.
- About 85.7% of participants indicated that the requirements of the CWEP program were explained to them clearly
- About 50% of participants indicated that the CWEP website was useful.
- About 85.7% of participants indicated that their CPS employer provided sufficient support for them to participate in the CWEP program.
- About 85.7% of participants indicated that their CPS job supervisor accommodated their needs to be effective learners in the CWEP program.

### *C. Findings: Responses from Non-CPS Employees*

#### *Demographics (See Table 6)*

There was a small group of students who were not employed by CPS. The interviewer was able to interview 7 out of 8 students for a response rate of 87.5% (See Table 1). Of the non-CPS employees group, 100% of participants were female. The mean age of participants was 25. In terms of ethnicity, 28.6% of the students were Asian American, 14.3% of the students were Caucasian, and 14.3% were Hispanic. In terms of education, 28.6% of participants had a social work degree, and 28.6% of participants had a psychology degree. About 28.6% of participants were in their first year, and 28.6% were in their second year. About 57.1% of participants enrolled full time. About 42.9% of participants indicated “Clinical Practice” as their declared concentration, while 14.3% declared “Children and Families”. About 42.9% of participants expected to graduate with their MSW in 2009.

The mean of participants' years of paid child welfare experience was less than a year. About 28.6% of participants had between one and ten years of experience. In terms of length of volunteer child welfare experience, the mean was less than a year. About 28.6% of participants reported having one to five years of volunteer work experience in child welfare. About 42.9% of participants learned about CWEP from the UH-GCSW website, while 28.6% of participants learned from a flyer. The guarantee of a CPS job upon graduation (42.9%) was the most important factor for participants to apply to CWEP.

Table 6  
*Demographic Characteristics of CWEP Students (Non-CPS Employees N=7)*

<b>Variable</b>	<b>N</b>	<b>%</b>
Gender		
Female	5	71.4
Missing	2	28.6
Age (Years)		
23-30	4	57.1
31-45	0	0
Missing	3	42.9
(Mean:24.5, SD:2.38)		
Ethnicity		
African American	0	0
Asian American	2	28.6
Caucasian	1	14.3
Hispanic	1	14.3
Missing	3	42.9
Education		
Social work degree	2	28.6
Sociology degree	0	0
Psychology degree	2	28.6
Others	0	0
Missing	3	42.9
Year in the MSW program		
1 <sup>st</sup> Year	2	28.6
2 <sup>nd</sup> Year	2	28.6
4th Year	0	0
Missing	3	42.9
Enrollment Status		
Full time	4	57.1
Part time	0	0
Missing	3	42.9
Concentration		
Children and Families	1	14.3
Clinical Practice	3	42.9
Leadership, Administration & Advocacy	0	0
Gerontological Social Work	0	0
Missing	3	42.9
Graduation Date		

Variable	N	%
2009	3	42.9
2010	2	28.6
2011	0	0
Missing	2	28.6
Paid Child Welfare Experience (Years)		
1-10	2	28.6
11-20	0	0
Missing	5	71.4
(Mean: .75, SD: .96)		
Voluntary Child Welfare Experience (Years)		
0	2	28.6
1-5	2	28.6
Missing	3	42.9
(Mean: .75, SD: .96)		
CPS Employment (Years)		
1-5	--	--
6-10	--	--
11-15	--	--
Missing	--	--
(Mean: --, SD: --)		
Job Title		
CPS investigative supervisor II	--	--
CPS investigator III	--	--
CPS specialist III	--	--
CPS specialist IV	--	--
CPS supervisor I	--	--
Family based CPS specialist II	--	--
Family based CPS specialist IV	--	--
Kinship caregiver CPS specialist IV	--	--
Program specialist III	--	--
Program specialist IV	--	--
Missing	--	--
Unit or Stage assigned		
Adoption	--	--
Family Preservation	--	--
Foster and Adoptive Home Development	--	--
Substitute Care	--	--
Missing	--	--
Learn about CWEP from		
Information meeting at CPS	0	0
Through CWEP participant(s)	0	0
From a flyer	2	28.6
From UH-GCSW website	3	42.9
Missing	2	28.6
Factor(s) to apply to CWEP		
Guarantee of CPS job upon graduation	3	42.9
Job advancement	0	0

Variable	N	%
MSW education	0	0
Stipend	0	0

*Survey Responses From Non-CPS Employees (Appendix I)*

In terms of CWEP Staff contact/consultation (See Table 7), 100% of participants consulted with their student advisor Brunessia Wilson with a mean learning impact score of 2.2 (SD=1.8). Two participants indicated that they met weekly, while 4 participants met monthly. About 71.4% consulted with the CWEP director Joe Papick with a mean learning impact score of 1.6 (SD=1.8). One participant indicated that they met monthly, while 3 participants met yearly. About 57.1% consulted with the field advisor Kathy Clark with a mean learning impact score of 1.3 (SD=1.6). One participant indicated that they met monthly, and 2 participants met yearly. About 28.6% consulted with the faculty member, Dr. Monit Cheung, with a mean learning impact score of .5 (SD=1.0), and 1 participant indicated that they met yearly. No contact/consultation was made with the LEO mentor.

In terms of CWEP activities/courses (See Table 8), 85.7% of participants attended the CWEP orientation/contract signing with a mean learning impact score of 1.7 (SD=1.4), and 5 participants indicated that they attended yearly. About 71.4% of participants read the NewsLine with a mean learning impact score of 1.5 (SD=.8), and 4 participants indicated that they read it quarterly. About 57.1% of participants attended the CWEP symposium/town hall meetings with a mean learning impact score of 1.8 (SD=1.1), and 2 participants indicated that they attended yearly. About 57.1% of participants visited the website with a mean learning impact score of .8 (SD=1.0). One participant indicated that she attended quarterly, and 1 participant attended yearly. About 57.1% of participants attended the required course with a mean learning impact score of 1.5 (SD=1.3), yet no participants indicated how often they attended. No participation was shown in regards to independent study with Dr. Cheung and/or the LEO mentor service.

Table 7

*CWEP Staff Contacts and Learning Impact of CWEP Students (Non-CPS Employees N=7)*

CWEP Staff	Contact		Frequency			Impact	
	N	%	Weekly	Monthly	Yearly	Mean	SD
CWEP Director, Joe Papick	5	71.4	0	1	3	1.6	1.8
Dr. Monit Cheung (Faculty)	2	28.6	0	0	1	.5	1.0
Dr. Trish Taylor (Faculty)	1	14.3	0	0	0	1.0	1.4
Field Advisor, Kathy Clark	4	57.1	0	1	2	1.3	1.6
LEO mentor (Shetal Gupta or Corrine Walijarvi)	0	0	0	0	0	0	0
Stipend Coordinator, Ann McFarland	1	14.3	0	0	1	.6	.9
Student Advisor, Brunessia Wilson	7	100	2	4	0	2.2	1.8

\*Impact: 0=no impact at all, 1=small impact, 2=some impact, 3=significant impact and 4=great impact.

Table 8

*CWEP Activities/Courses Participation and Learning Impact of CWEP Students (Non- CPS Employees N=7)*

CWEP Activities/Courses	Participation		Frequency			Impact	
	N	%	Weekly	Quarterly	Yearly	Mean	SD
Field Practicum Meetings	3	42.9	0	0	1	1.5	1.7
Orientation/Contract Signing	6	85.7	0	0	5	1.7	1.4
Symposium/Town Hall Meeting	4	57.1	0	0	2	1.8	1.1
Website	4	57.1	0	1	1	.8	1.0
Committee or NewsLine Interview	1	14.3	0	1	0	.5	.7
NewsLine	5	71.4	0	4	0	1.5	.8
Elective Course	1	14.3	0	0	0	0	0
Required Course	4	57.1	0	0	0	1.5	1.3
Independent study with Dr. Taylor	1	14.3	1	0	0	1.3	2.3
Independent study with Dr. Cheung	0	0	0	0	0	0	0
LEO Mentor Service	0	0	0	0	0	0	0

\*Impact: 0=no impact at all, 1=small impact, 2=some impact, 3=significant impact and 4=great impact.

In terms of satisfaction statements (See Table 9), quantitative and qualitative responses are summarized below:

## 2) I am satisfied with the CWEP program so far.

About 57.2% of participants were satisfied with the CWEP program, while 14.3% of participants reported being dissatisfied with the program. The mean score was 3.7 (SD=1.5) (5=highest, 1=lowest). Three qualitative questions related to this survey item were also posed at this point, and multiple responses were allowed.

The first qualitative question asked the respondents to detail what changes would make the respondents more satisfied with CWEP. A total of 6 responses included the curriculum, communication, and financial aid. In the area of curriculum, two participants indicated that “the program influences our course selection and limits our elective selection” and “more seminars/courses related to field experience or CPS should be offered, being given priority in the child abuse and neglect class so it is easier for CWEP students to get into it”. In terms of communication, two participants indicated that “better communication between the CWEP student advisor and the GCSW student advisor” and “clearer communication should be made consistent and immediate in writing preferably”. In terms of financial aid, one participant indicated that “if the stipend we receive each semester was disbursed before tuition is due, I wouldn’t have to apply for an emergency loan”.

The second qualitative question within this survey item asked about perceived strengths of CWEP. A total of 4 responses included supportive CWEP staff, employment and the curriculum. In

terms of the curriculum, two participants indicated that “CWEP is very organized and has a clear curriculum to follow” and “CWEP strongly advocates for working at CPS and protecting children and families”. In terms of employment, one participant indicated that “CWEP removed the pressure of looking for employment after graduation”. In terms of CWEP staff, one participant indicated that “the ability to discuss our cases with other CWEP students in group (supervision) was invaluable. The staff really make you want to enter the system and make it better”.

The last qualitative question included within this survey item asked the students to detail what areas of CWEP they perceived as needing improvement. A total of 2 responses were given with themes such as information regarding the curriculum. Participants indicated the necessity “to provide students with information about CWEP so that I can make an educated decision” and for “Improved assistance from advising sessions, which would be beneficial so that I would know more about the courses before signing up for them each semester and advice on what to do when the courses I plan to take are full”.

### **3) My expectations of CWEP have been met.**

About 57.1% of participants indicated that their expectations of CWEP had been met, while 14.3% of participants strongly disagreed with this statement. The mean score was 3.5 (SD=1.4). One qualitative question was asked about how CWEP could help the students meet their expectation if the expectation had not been met. A total of 2 responses concerned the organization and employment by stating that CWEP could “Have more organization in the process of transition from an intern to an employee. A lot of items were duplicated” and “I expected to be able to obtain a position at CPS in the field I am currently training in and I have been told that that might not happen”.

### **4) CWEP program provides financial assistance for costs associated with my MSW study.**

About 57.1% of participants were satisfied with the financial assistance provided by the CWEP program with their MSW study, while 14.3% of participants disagreed with this statement. The mean score was 4.2 (SD=1.3). A total of 3 responses concerned with the tuition fees such as “It only pays for half of my tuition” and “it is subtracted from potential financial aid and gas mileage is not paid for” were given.

### **5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.**

About 71.4% of participants were satisfied with the child welfare oriented classes and field internships provided by the CWEP program, while 14.3% of participants disagreed with this statement. The mean score was 4 (SD=.63). A total of 2 responses were given concerning the classes that stated they “help prepare students for working at CPS”.

**6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.**

About 42.9% of participants were satisfied with the special seminars and workshops provided by the CWEP program while 14.3% of participants disagreed with this statement. The mean score was 2.8 (SD=1.9). An additional comment from a participant indicated that “the information provided is a repeat of information I receive in course classes”.

**7) CWEP program provides staff assistance for my advising and field internship support.**

About 85.7% of participants were satisfied with the staff assistance for advising and field internship support provided by the CWEP program, while no participant disagreed with this statement. The mean score was 4.3 (SD=.52). A participant indicated that “I received a lot of support from the CWEP staff”.

**8) CWEP program provides employment in Children’s Protective Services after graduation.**

About 57.1% of participants were satisfied with the employment in CPS after graduation. The mean score was 3.7 (SD= 2.0). One participant indicated that “I am not guaranteed to obtain a job at CPS”.

**9) CWEP program provides rewarding opportunities to improve the lives of children and families.**

About 71.4% of participants were satisfied with the rewarding opportunities to improve the lives of children and families provided by the CWEP program, while 14.3% of participants disagreed with this statement. The mean score was 3.8 (SD=1.5). One participant indicated that “it allows me to work at CPS, which will give me the opportunity to improve the lives of children and families.”

**10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.**

About 14.3% of participants indicated that their on-site supervisor accommodated their needs to be effective learners, and about 14.3% participants disagreed with this statement. The mean score was 1.5 (SD=2.1). Two participants added that they had not started their internships, and two participants indicated that “I had no computer or space to work” and “the staff are really busy and don’t have much time to teach or mentor,” while one participant indicated that “my supervisor has made herself available to me whenever I have questions”.

**11) The CWEP program helps me in my professional development.**

About 57.1% of participants indicated that the CWEP program helped them in their professional development, while 14.3% of participants disagreed with this statement. The mean score was 3.8 (SD=1.2). One participant added, “I feel that I will be able to work as a competent worker at CPS”.

**12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.**

About 57.1% of participants were satisfied with the activities and/or courses required/recommended by CWEP with their career enhancement, while 14.3% disagreed with this statement. The mean score was 3.2 (SD=2.1). One participant added, "I found the workshop to be edifying, yet the mediation was great," while one participant stated that "the required course harmed my career by limiting the number of electives I was able to select. This limited my exposure to other specializations".

**13) CWEP has helped increase my knowledge in child welfare.**

About 85.7% of participants indicated that the CWEP program has helped increase their knowledge in child welfare, while no participant disagreed with this statement. The mean score was 4.5 (SD=.5).

**14) CWEP has helped enhance a positive attitude toward child welfare.**

About 71.4% of participants indicated that the CWEP has helped enhance a positive attitude toward child welfare, while 14.3% of participants disagreed with this statement. The mean score was 4.0 (SD=1.1). One participant stated, "I had a negative perception of CPS, but now, I have a much more positive attitude toward child welfare".

**15) CWEP has helped increase my skills in child welfare.**

About 71.4% of participants indicated that the CWEP has helped increase their skills in child welfare, while 14.3% of participants disagreed with this statement. The mean score was 4.0 (SD=1.1).

**16) The CWEP stipend influenced my decision to apply to the MSW program.**

About 42.9 % of participants indicated that the CWEP stipend influenced their decision to apply to the MSW program, while 42.9% disagreed with this statement. The mean score was 3.2 (SD=1.7). Two participants added, "I had not researched the CWEP stipend until after I had applied to the MSW program and was accepted".

**17) The stipend amount is sufficient.**

About 57.1% of participants indicated that the stipend amount was sufficient, while 28.6% of participants disagreed with this statement. The mean score was 3.5 (SD=2). Two participants stated that the "money was not sufficient and needed to keep up with the cost of education", while one participant indicated that "with loans, I am able to pay for tuition, fees, and books".

**18) The requirements of the CWEP program were explained to me clearly.**

About 57.1% participants indicated that the requirements of the CWEP program were explained to them clearly, while 28.6% of participants disagreed with this statement. The mean score was 3.3 (SD=1.9). One participant stated that “each step was explained right before executed, which caused a lot of restraints and confusion from students,” while one participant indicated that “Staff explained the requirements during my interview”.

**19) The CWEP website is useful.**

About 57.1% of participants indicated that the CWEP website was useful. The mean score was 2.8 (SD=2.2). Two participants stated that they had “no idea about the CWEP website”.

Table 9

*Items Included in the Instrument (Non-CPS Employees N=7)*

Statement/Question (See the Instrument in Appendix I)	Mean	SD
2) I am satisfied with the CWEP program so far.	3.7	1.5
3) My expectations of CWEP have been met.	3.5	1.4
4) CWEP program provides financial assistance for costs associated with my MSW study.	4.2	1.3
5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.	4.0	.63
6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.	2.8	1.9
7) CWEP program provides staff assistance for my advising and field internship support.	4.3	.52
8) CWEP program provides employment in Children’s Protective Services after graduation.	3.7	2.0
9) CWEP program provides rewarding opportunities to improve the lives of children and families.	3.8	1.5
10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.	1.5	2.1
11) The CWEP program helps me in my professional development.	3.8	1.2
12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.	3.2	2.1
13) CWEP has helped increase my knowledge in child welfare.	4.5	.5
14) CWEP has helped enhance a positive attitude toward child welfare.	4.0	1.1
15) CWEP has helped increase my skills in child welfare.	3.8	1.0
16) The CWEP stipend influenced my decision to apply to the MSW program.	3.2	1.7
17) The stipend amount is sufficient.	3.5	2.0
18) The requirements of the CWEP program were explained to me clearly.	3.3	1.9
19) The CWEP website is useful.	2.8	2.2

*Note:* 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree, N/A = not applicable  
Responses are based on 7 participants that responded to the survey.

Three qualitative questions were asked. Regarding any other comments to CWEP, a participant indicated that “the program needs more organization and consideration for students”. Regarding course topics or symposiums that would help the CWEP student to be an effective child welfare worker, two participants responded and indicated that “a symposium centered on CPS employees who have an MSW and their work experience, giving us case examples and allowing for questions” and “interviewing skills for abused children” would assist in becoming an effective child welfare worker. Regarding any suggestion about the MSW curriculum that can help enhance CWEP student’s CWEP participation, two participants responded and suggested that “more stringent assessment coursework” be offered and “students should not have to pay for BSD, and it should wait until after graduation”.

### *Summary of Findings from Non-CPS Employees*

- 100% of participants consulted with their student advisor, Brunessia Wilson; About 71.4% consulted with the CWEP director, Joe Papick; About 57.1% consulted with the field advisor, Kathy Clark; About 28.6% consulted with the faulty advisor, Dr. Monit Cheung.
- No contact/consultation was made with the LEO mentor.
- 85.7% of participants attended the CWEP orientation/contract signing; About 71.4% of participants read the NewsLine; About 57.1% of participants attended the CWEP symposium/town hall meetings; About 57.1% of participants visited the website; About 57.1% of participants attended the required course.
- About 42.9% of participants learned about CWEP from the UH-GCSW website.
- About 42.9% of participants applied to CWEP due to the guarantee of a CPS job following graduation.
- About 57.2% of participants were satisfied with the CWEP program. A total of 4 responses included satisfaction with the supportive CWEP staff, employment and the curriculum. In terms of improvement, a total of 2 responses were given with themes such as information regarding the curriculum.
- About 85.7% of participants were satisfied with the staff assistance for advising and field internship support provided by the CWEP program
- About 85.7% of participants indicated that the CWEP program helped increase their knowledge in child welfare

### *D. Comparisons of the CPS and the Non-CPS Employee Groups (See Appendix I)*

#### *Demographics*

Table 10 summarizes the demographics of the two groups, CPS and Non-CPS employees. There are several demographic similarities as well as differences between the two groups of participants.

#### *Similarities*

Demographic data revealed several similarities across groups. Females comprised the majority of the participants in Houston CPS (92.9%) and in Houston Non-CPS (71.4%). Ethnicities

were similar in both groups; Asian Americans comprised the majority of the participants in the CPS group (42.9%) and in the Non-CPS group (28.6%). African Americans were not represented in either group. The majority of the participants had earned a Social Work degree in the CPS group (24.1%) and in the Non-CPS group (28.6%). The majority of the participants were in their 1<sup>st</sup> year in the MSW program for the CPS group (57.1%) and for the Non-CPS group (28.6%). In terms of concentration area, the majority of the participants indicated “clinical practice” for the CPS group (35.7%) and for the Non-CPS group (42.9%).

### *Differences*

The mean age for the CPS group was 36, and the mean age for the Non-CPS group was 25. In terms of enrollment status, the majority of the participants in the CPS group (92.9%) were part time, while the majority of the participants in the Non-CPS group (57.1%) were full time. The majority of the participants in the CPS group (35.7%) expect to graduate in 2010, while the majority of participants in the Non-CPS group (42.9%) expect to graduate in 2009. In terms of paid child welfare experience, the mean year for the CPS group was 8.5, while the mean year for the Non-CPS group was less than a year. In terms of voluntary child welfare experience, the mean year for the CPS group was 2 years, while the mean year for the Non-CPS group was less than a year. In terms of learning about CWEP, the majority of participants in the CPS group (57.1%) learned from the information meeting at CPS, while the majority of participants in the Non-CPS group (42.9%) learned about CWEP from the UH-GCSW website. In terms of factors that encouraged application to the CWEP program, the majority of participants in the CPS group (42.9%) attributed their reasons for applying to receiving an MSW education and/or the stipend, while the majority of participants in the Non-CPS group (42.9%) attributed their reason for applying to the guarantee of a CPS job after graduation.

Table 10

#### *A Comparison of Demographics for the CPS (N=14) and Non-CPS Employee (N=7)*

Variable	CPS Employee		Non-CPS Employee	
	N	%	N	%
Gender				
Female	13	92.9	5	71.4
Missing	1	7.1	2	28.6
Age (Years)				
23-30	3	21.4	4	57.1
31-45	5	35.7	0	0
Missing	6	42.9	3	42.9
		(Mean:35.88, SD:9.02)		(Mean:24.5, SD:2.38)
Ethnicity				
African American	0	0	0	0
Asian American	6	42.9	2	28.6
Caucasian	4	28.6	1	14.3

Variable	CPS Employee		Non-CPS Employee	
	N	%	N	%
Hispanic	1	7.1	1	14.3
Missing	3	21.4	3	42.9
Education				
Social work degree	3	24.1	2	28.6
Sociology degree	2	14.3	0	0
Psychology degree	1	7.1	2	28.6
Others	3	21.4	0	0
Missing	6	42.9	3	42.9
Year in the MSW program				
1 <sup>st</sup> Year	8	57.1	2	28.6
2 <sup>nd</sup> Year	3	21.4	2	28.6
4th Year	2	14.3	0	0
Missing	1	7.1	3	42.9
Enrollment Status				
Full time	1	7.1	4	57.1
Part time	13	92.9	0	0
Missing	1	7.1	3	42.9
Concentration				
Children and Families	3	21.4	1	14.3
Clinical Practice	5	35.7	3	42.9
Leadership, Administration & Advocacy	4	28.6	0	0
Gerontological Social Work	1	7.1	0	0
Missing	1	7.1	3	42.9
Graduation Date				
2009	4	28.6	3	42.9
2010	5	35.7	2	28.6
2011	4	28.6	0	0
Missing	1	7.1	2	28.6
Paid Child Welfare Experience (Years)				
1-10	7	50	2	28.6
11-20	3	21.4	0	0
Missing	4	28.6	5	71.4
		(Mean: 8.5, SD: 5.89)		(Mean: .75, SD: .96)
Voluntary Child Welfare Experience (Years)				
0	3	21.4	2	28.6
1-5	5	35.7	2	28.6
Missing	6	42.9	3	42.9
		(Mean: 2.13, SD: 1.89)		(Mean: .75, SD: .96)
CPS Employment (Years)				
1-5	9	64.3	--	--
6-10	2	14.3	--	--
11-15	1	7.1	--	--

Variable	CPS Employee		Non-CPS Employee	
	N	%	N	%
Missing	2	14.3	--	--
	(Mean: 4.83, SD: 4.04)		(Mean: --, SD: --)	
Job Title				
CPS investigative supervisor II	1	7.1	--	--
CPS investigator III	1	7.1	--	--
CPS specialist III	3	21.4	--	--
CPS specialist IV	1	7.1	--	--
CPS supervisor I	2	14.3	--	--
Family based CPS specialist II	1	7.1	--	--
Family based CPS specialist IV	1	7.1	--	--
Kinship caregiver CPS specialist IV	1	7.1	--	--
Program specialist III	1	7.1	--	--
Program specialist IV	1	7.1	--	--
Missing	1	7.1	--	--
Unit or Stage assigned				
Adoption	2	14.3	--	--
Family Preservation	7	50	--	--
Foster and Adoptive Home Development	1	7.1	--	--
Substitute Care	2	14.3	--	--
Missing	2	14.3	--	--
Learn about CWEP from				
Information meeting at CPS	8	57.1	0	0
Through CWEP participant(s)	2	14.3	0	0
From a flyer	0	0	2	28.6
From UH-GCSW website	0	0	3	42.9
Missing	4	28.6	2	28.6
Factor(s) to apply to CWEP				
Guarantee of CPS job upon graduation	3	21.4	3	42.9
Job advancement	4	28.6	0	0
MSW education	6	42.9	0	0
Stipend	6	42.9	0	0

*A Comparison of CWEP Component Participation for the CPS and Non-CPS Employee Groups*

Table 11 summarizes the contact with CWEP staff between the two groups. Results were similar concerning contact with Dr. Monit Cheung, Dr. Trish Taylor, and the stipend coordinator, Ann McFarland. CPS participants had more contact with the field advisor, Kathy Clark, and the student advisor, Brunessia Wilson. Non-CPS participants had more contact with the CWEP director, Joe Papick. For the LEO mentors (Shetal or Corrine), both CPS participants and non-CPS participants indicated that no contact was made.

Table 12 summarizes the participation in CWEP components between the two groups. Results were similar in terms of visiting the website, attending the committee or NewsLine

interview, taking the elective course, taking the required course, and taking an independent study with Dr. Taylor. CPS participants took advantage of the field practicum meetings, orientation/contract signing, symposium/town hall meeting, and reading the NewsLine more often than non-CPS participants. For independent studies with Dr. Cheung and/or the LEO mentor service, both CPS participants and non-CPS participants indicated no participation.

Table 11

*A Comparison of CWEP Staff Contact for the CPS (N=14) and Non-CPS Employee (N=7)*

CWEP Staff	CPS Contact		Non-CPS Contact	
	N	%	N	%
CWEP Director, Joe Papick	2	14.3	5	71.4
Dr. Monit Cheung (Faculty)	3	21.4	2	28.6
Dr. Trish Taylor (Faculty)	1	7.1	1	14.3
Field Advisor, Kathy Clark	8	57.1	4	57.1
LEO mentor (Shetal or Corrine)	0	0	0	0
Stipend Coordinator, Ann McFarland	0	0	1	14.3
Student Advisor, Brunessia Wilson	14	100	7	100

Table 12

*A Comparison of CWEP Activities/Courses Participation for the CPS (N=14) and Non-CPS Employee (N=7)*

CWEP Activities/Courses	CPS Participation		Non-CPS Participation	
	N	%	N	%
Field Practicum Meetings	8	57.1	3	42.9
Orientation/Contract Signing	12	85.7	6	85.7
Symposium/Town Hall Meeting	11	78.6	4	57.1
Website	5	35.7	4	57.1
Committee or NewsLine Interview	0	0	1	14.3
NewsLine	10	71.4	5	71.4
Elective Course	1	7.1	1	14.3
Required Course	4	28.6	4	57.1
Independent study with Dr. Taylor	1	7.1	1	14.3
Independent study with Dr. Cheung	0	0	0	0
LEO Mentor Service	0	0	0	0

*A Comparison between CPS and Non-CPS Employee Groups for Satisfaction with CWEP*

Table 13 summarizes the response means and standard deviations between the two groups. On most components, both groups had similar means, with a few exceptions. For example, the item, “CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience,” was more positive for CPS employees (M=3.4) than for non-CPS employees (M=2.8). The item, “CWEP program provides employment in Children’s Protective Services after graduation,” was more positive for CPS employees with a mean of 4.5 than the mean

of 3.7 for non-CPS employees. The item, “At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner,” was more positive for CPS employees with a mean of 2.1 compared to a mean of 1.5 for non-CPS employees. The item, “The CWEP stipend influenced my decision to apply to the MSW program,” was more positive for CPS employees with a mean of 4.4 compared to a mean of 3.2 for non-CPS employees. The item, “The requirements of the CWEP program were explained to me clearly,” was more positive for CPS employees with a mean of 4.1 compared to a mean of 3.3 for non-CPS employees. Conversely, the item, “CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience,” was more positive for non-CPS employees with a mean of 4 compared to a mean of 3.4 for CPS employees, and the item, “CWEP program provides staff assistance for my advising and field internship support,” was more positive for non-CPS employees with a mean of 4.3 compared to a mean of 3.8 for CPS employees.

Table 13  
*A Comparison between CPS (N=14) and Non-CPS Employee (N=7) Groups: Item Means and Standard Deviation*

<b>Statement/Question (See the Instrument in Appendix I)</b>	<b>CPS</b>		<b>Non-CPS</b>	
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
2) I am satisfied with the CWEP program so far.	3.7	1.1	3.7	1.5
3) My expectations of CWEP have been met.	3.6	1.2	3.5	1.4
4) CWEP program provides financial assistance for costs associated with my MSW study.	3.9	1.00	4.2	1.3
5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.	3.4	1.7	4.0	.6
6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.	3.4	1.5	2.8	1.9
7) CWEP program provides staff assistance for my advising and field internship support.	3.8	1.2	4.3	.5
8) CWEP program provides employment in Children’s Protective Services after graduation.	4.5	.7	3.7	2.0
9) CWEP program provides rewarding opportunities to improve the lives of children and families.	3.9	1.2	3.8	1.5
10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.	2.1	2.2	1.5	2.1
11) The CWEP program helps me in my professional development.	3.7	1.6	3.8	1.2
12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.	3.6	1.6	3.2	2.1
13) CWEP has helped increase my knowledge in child welfare.	3.6	1.6	4.5	.5
14) CWEP has helped enhance a positive attitude toward child welfare.	3.7	1.5	4.0	1.1
15) CWEP has helped increase my skills in child welfare.	3.6	1.6	3.8	1.0

<b>Statement/Question (See the Instrument in Appendix I)</b>	<b>CPS</b>		<b>Non-CPS</b>	
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>
16) The CWEP stipend influenced my decision to apply to the MSW program.	4.4	1.3	3.2	1.7
17) The stipend amount is sufficient.	3.2	1.4	3.5	2.0
18) The requirements of the CWEP program were explained to me clearly.	4.1	.86	3.3	1.9
19) The CWEP website is useful.	3.1	1.8	2.8	2.2
21) My CPS employer provides me with sufficient support to participate in the CWEP program.	4.5	.76		
22) CWEP has helped me to be more effective in my child welfare career.	3.6	1.5		
23) My CPS job supervisor accommodates my needs to be an effective learner in the CWEP program.	4.1	1.3		

*Note:* 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree, N/A = not applicable.

A series of independent t-tests was conducted to determine if there were any differences between CPS and non-CPS participants (see Table 14). Results indicated that there were no statistically significant differences between the groups on the survey items.

Table 14

*Independent T-Tests on Satisfaction with CWEP among CPS (N=14) and Non-CPS Employee (N=7) Groups*

<b>Statement/Question (See the Instrument in Appendix I)</b>	<b>t</b>	<b>Sig</b>
2) I am satisfied with the CWEP program so far.	-.08	.94
3) My expectations of CWEP have been met.	-.12	.91
4) CWEP program provides financial assistance for costs associated with my MSW study.	.44	.66
5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.	1.24	.23
6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.	-.67	.51
7) CWEP program provides staff assistance for my advising and field internship support.	1.07	.30
8) CWEP program provides employment in Children's Protective Services after graduation.	-.97	.38
9) CWEP program provides rewarding opportunities to improve the lives of children and families.	-.04	.97
10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.	-.53	.60
11) The CWEP program helps me in my professional development.	.16	.87
12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.	-.55	.59

Statement/Question (See the Instrument in Appendix I)	t	Sig
13) CWEP has helped increase my knowledge in child welfare.	1.27	.22
14) CWEP has helped enhance a positive attitude toward child welfare.	.41	.69
15) CWEP has helped increase my skills in child welfare.	.28	.79
16) The CWEP stipend influenced my decision to apply to the MSW program.	-1.40	.18
17) The stipend amount is sufficient.	.38	.71
18) The requirements of the CWEP program were explained to me clearly.	-1.02	.35
19) The CWEP website is useful.	-.25	.80

*Pearson's Correlations of Satisfaction with CWEP*

Table 15 summarizes the Pearson's correlations between the items/variables (as stated in the questionnaire) and satisfaction with CWEP. In terms of the items that had significant positive correlations with satisfaction of CWEP, the more the participants were satisfied with the CWEP, the more they were satisfied with the following items: "My expectations of CWEP have been met" ( $r=.96, p=.000$ ), "CWEP program provides financial assistance for costs associated with my MSW study" ( $r=.64, p=.002$ ), "CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience" ( $r=.60, p=.005$ ), "CWEP program provides rewarding opportunities to improve the lives of children and families" ( $r=.92, p=.000$ ), "The CWEP program helps me in my professional development" ( $r=.80, p=.000$ ), "The activities and/or courses required/recommended by CWEP have provided me with career enhancement" ( $r=.60, p=.005$ ), "CWEP has helped increase my knowledge in child welfare" ( $r=.67, p=.002$ ), "CWEP has helped enhance a positive attitude toward child welfare" ( $r=.67, p=.001$ ), "CWEP has helped increase my skills in child welfare" ( $r=.76, p=.000$ ), and "The requirements of the CWEP program were explained to me clearly" ( $r=.57, p=.009$ ).

However, there was a significant negative correlation with the item, "The stipend amount is sufficient" ( $r=.62, p=.004$ ). The more the satisfaction with CWEP, the less the participants agreed with this item.

Table 15  
*Pearson's Correlations of Satisfaction with CWEP*

Statement/Question (See the Instrument in Appendix I)	Satisfaction with CWEP	Sig
3) My expectations of CWEP have been met.	.96***	.000
4) CWEP program provides financial assistance for costs associated with my MSW study.	.64**	.002
5) CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.	.60**	.005
6) CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.	.44	.050

Statement/Question (See the Instrument in Appendix I)	Satisfaction with CWEP	Sig
7) CWEP program provides staff assistance for my advising and field internship support.	.28	.239
8) CWEP program provides employment in Children's Protective Services after graduation.	.09	.707
9) CWEP program provides rewarding opportunities to improve the lives of children and families.	.92***	.000
10) At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.	.13	.589
11) The CWEP program helps me in my professional development.	.80***	.000
12) The activities and/or courses required/recommended by CWEP have provided me with career enhancement.	.60**	.005
13) CWEP has helped increase my knowledge in child welfare.	.67**	.002
14) CWEP has helped enhance a positive attitude toward child welfare.	.67**	.001
15) CWEP has helped increase my skills in child welfare.	.76***	.000
16) The CWEP stipend influenced my decision to apply to the MSW program.	-.23	.322
17) The stipend amount is sufficient.	-.62**	.004
18) The requirements of the CWEP program were explained to me clearly.	.57**	.009
19) The CWEP website is useful.	.37	.113
21) My CPS employer provides me with sufficient support to participate in the CWEP program.	-.22	.372
22) CWEP has helped me to be more effective in my child welfare career.	.28	.260
23) My CPS job supervisor accommodates my needs to be an effective learner in the CWEP program.	.19	.446
How long have you been with CPS?	-.04	.888
Age of participant	.26	.417
Paid child welfare experience (years)	.25	.393
Voluntary child welfare experience (years)	.37	.235

\*p<.05, \*\*p < .01, \*\*\*p < .00

#### *A Comparison of CWEP Satisfaction Scores with Race and Employment Status*

Furthermore, t-tests were also conducted to identify differences in CWEP satisfaction by race and employment status on satisfaction with CWEP (See Table 16). The results suggested that there were not any statistically significant differences between white/non-white participants ( $t=.00$ ,  $df=13$ ,  $p=1.00$ ) and CPS employees/non-CPS employees ( $t= -.08$ ,  $df=18$ ,  $p=.94$ ). Although there were no statistically significant differences, mean comparisons suggested that those who were CPS employees had slightly higher levels of satisfaction with CWEP than non-CPS employees.

Table 16

*T-tests of Satisfaction Scores: A Comparison of Demographics with Satisfaction with CWEP*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>
Race				
Non-Minority	5	3.80	1.32	
Minority	10	3.80	.84	.00
Employment				
Non-Employed	6	3.67	1.51	-.08
Employed	14	3.71	1.14	

### III. Interviews with CWEP Graduates

#### *A. Introduction*

CWEP graduates were interviewed to determine the long-term impact of the CWEP program on their performance and satisfaction in the workplace. Instead of using the evaluation developed for the State of Texas Title IV-E, the evaluation committee agreed to use the same instrument that had been used for the past three years, which was developed by the CWEP evaluation committee in 2004 (See Appendix II).

#### *B. Methodology*

##### *Sample*

Out of 102 graduates of the CWEP program (excluding the students who graduated in May of 2009), 37 responded to the survey. Reasons for the low response rate were: employees declined to participate in the survey, there was no updated contact information, and graduates were no longer employed by CPS.

##### *Data Collection*

The information from participants was obtained through surveymonkey.com. The data collection process began on April 1, 2009 and was completed on June 1, 2009. Due to time demands on CPS employees, participants were allowed to complete the survey via the internet.

##### *Instrument*

The instrument was a survey that included both quantitative and qualitative questions. Participants were allowed to give explanations for each of their answers on the quantitative questions. There were also open-ended qualitative questions. On quantitative questions, participants were asked to indicate how strongly they agreed or disagreed with a statement using one of the following choices: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, (5) strongly agree and (N/A) not applicable. Any question with an average mean score above the midpoint (3.0) suggested that on average, participants viewed the issue more positively than negatively.

## Data Analysis

Quantitative data were entered into SPSS for analysis. Descriptive analyses were computed for each variable, which included the means, frequencies and percentages. The qualitative data were typed into Microsoft Word. The data were analyzed through content analyses.

### C. Findings: Responses from Graduates

#### Demographics (See Table 17)

The sample consisted of 37 graduates. The response rate was 36.3% (See Table 1). Of the graduates, 81.1% (n=30) were female. The mean age of participants was 38. In terms of ethnicity, 37.8% of the students were African American, and 24.3% of the students were Caucasian, while Hispanic students represented 21.6%. In terms of education, 16.2% of participants had a psychology degree and 5.4% of participants had a sociology degree. Even though not all participants responded to the question on education, we want to emphasize that all participants should have a MSW from GCSW. About 91.9% of participants declared “Children and Families” as their concentration.

The mean of participants’ years of paid child welfare experience was 10. About 48.6% of participants had between one and ten years of experience, while 35.1% had eleven to twenty years of paid child welfare experience. In terms of length of volunteer child welfare experience, the mean was 3 years. About 21.6% of participants reported having one to five years of volunteer work experience in child welfare. The mean of participants’ years of completing repayment was less than a year. About 37.8% of participants completed repayment between one and four years. About 48.6% of participants indicated that they did not report their MSW attainment to CPS. Prior to the CWEP, about 13.5% of participants indicated that they had a yearly pay of \$30,001 to \$40,000. About 13.5% of participants indicated that their job titles were CPS supervisors II, and about 10.8% of participants were CPS specialists IV. After graduating from CWEP, about 21.6% of participants indicated that they had a yearly pay of more than \$40,001, and about 16.2% had a yearly pay of \$30,001 to \$40,000. About 13.5% of participants indicated that their job titles were CPS program directors, CPS supervisors I, and CPS supervisors II. About 10.8% of participants were program specialists III. The data from the interviews also demonstrated that participants employed by CPS held a variety of positions within the agency. The most frequently reported job title was that of Specialist III (21.4%). The mean time for participants to work at CPS was 10 years. About 45.9% of participants worked at CPS for one to ten years. About 35.1% (n=13) of participants reported that they had a change of job title to a higher level of rank after earning the MSW; about 13.5% (n=5) of participants indicated that they remained in the same position at CPS; and 5.4% (n=2) indicated that they had a change of job title to a lower level rank. For example, one participant reported that his/her job title was Program Specialist IV after receiving an MSW and his/her job title was CPS Supervisor I. Another participant reported that his/her job title was CPS Specialist II after receiving an MSW and his/her job title was CPS Supervisor III.

Table 17  
*Demographic Characteristics of CWEP Graduates (N=37)*

Variable	N	%
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Variable	N	%
<b>Gender</b>		
Male	4	10.8
Female	30	81.1
Missing	3	8.1
<b>Age (Years)</b>		
25-40	21	56.8
41-60	9	24.3
Missing	7	18.9
(Mean: 37.78, SD:8.54)		
<b>Ethnicity</b>		
African American	14	37.8
Asian American	1	2.7
Caucasian	9	24.3
Hispanic	8	21.6
Native American	1	2.7
Missing	4	10.8
<b>Education</b>		
MSW	19	51.4
Sociology degree	2	5.4
Psychology degree	6	16.2
Others	5	13.5
Missing	5	13.5
<b>Concentration</b>		
Children and Families	34	91.9
Missing	3	8.1
<b>Graduation Date</b>		
2003	1	2.7
2004	4	10.8
2005	7	18.9
2006	2	5.4
2007	7	18.9
2008	10	27.0
Missing	6	16.2
<b>Paid Child Welfare Experience (Years)</b>		
0	1	2.7
1-10	18	48.6
11-20	13	35.1
21 and more	1	2.7
Missing	4	10.8
(Mean: 10.45, SD: 6.35)		
<b>Voluntary Child Welfare Experience (Years)</b>		
0	16	43.2
1-5	8	21.6
6-10	3	8.1
11 and more	2	5.4

Variable	N	%
(Mean: 2.71, SD: 5.56)		
Time Taken to Complete Repayment (Years)		
Less than a year	6	16.2
1-4	14	37.8
Missing	17	45.9
(Mean: .70, SD: .89)		
Reported MSW Attainment to CPS (#10)		
Yes	16	43.2
No	18	48.6
Missing	3	8.1
Yearly Pay at CPS Prior to CWEP		
Less than \$25,000	3	8.1
\$25,001-\$30,000	4	10.8
\$30,001-\$40,000	5	13.5
More than \$40,001	1	2.7
Missing	24	64.9
Job Titles at CPS Prior to CWEP		
CPS Investigative Supervisor I	1	2.7
CPS Investigative Supervisor II	2	5.4
CPS Investigator II	2	5.4
CPS Investigator IV	2	5.4
CPS Specialist II	2	5.4
CPS Specialist III	3	8.1
CPS Specialist IV	4	10.8
CPS Specialist V	2	5.4
CPS Supervisor I	3	8.1
CPS Supervisor II	5	13.5
Family Based CPS Specialist II	1	2.7
Program Specialist IV	1	2.7
Missing	9	24.3
Yearly Pay at CPS After CWEP		
Less than \$25,000	4	10.8
\$25,001-\$30,000	0	0
\$30,001-\$40,000	6	16.2
More than \$40,001	8	21.6
Missing	19	51.4
Job Titles at CPS After CWEP		
CPS Program Administrator	1	2.7
CPS Program Director	5	13.5
CPS Specialist II	2	5.4
CPS Specialist IV	2	5.4
CPS Supervisor I	5	13.5
CPS Supervisor II	5	13.5
Kinship Caregiver CPS Specialist IV	2	5.4
Program Specialist III	4	10.8

Variable	N	%
Program Specialist IV	1	2.7
Missing	10	27
Length of time at CPS		
0	5	13.5
1-10	17	45.9
11-20	12	32.4
21 and more	2	5.4
Missing	1	2.7
(Mean: 9.58, SD: 6.68)		

In terms of the effectiveness of CWEP (See Table 18), quantitative and qualitative responses were summarized below:

**1) I am satisfied with my salary/pay** (See Table 18 and Appendix II).

About 32.4% of participants indicated that they were satisfied with their salary/pay. Around 76.3% disagreed. Approximately 10.8% of respondents were undecided with their salary/pay. The mean score was 2.6 (SD=1.3). A total of twelve responses referenced reasons for non-satisfaction. Ten participants would like to have pay raises due to having an MSW and experiences working at CPS. They reported that “I am worth more as an employee than I am paid” and “considering my position, years of experience and education, I believe that I should earn at least \$10,000 more”. Two participants were not adequately compensated for the responsibilities and stated, “The job responsibilities do not correspond with the salary” and “I was not being paid for my skills”.

**2) I am satisfied with my employment benefits.**

About 78.4% of participants were satisfied with employment benefits, and 8.1% reported being dissatisfied with the employment benefits. The mean score was 3.8 (SD=1.0). One participant added that “the benefits are very limited. Dental benefits really don’t exist unless you are willing to pay for it”, while one participant added that “the free health insurance is fantastic, and the state matches my retirement”.

**3) I am satisfied with the mission of CWEP.**

About 91.9% of participants were satisfied with CWEP’s mission. About 2.7% of participants disagreed with the statement. The mean score was 4.2 (SD=.7). One participant added that “it would be more satisfying if the agency allowed us to follow the mission statement for social workers,” while another participant added that “CWEP is just money for school. I am not sure what the mission is”.

**4) I intend to leave CPS within a year.**

About 27% of participants had intent to leave CPS within a year, while 45.9% of participants had no intent to leave CPS. The mean score was 2.6 (SD=1.6). A total of eleven responses referred to their intents to leave CPS within a year. Seven participants indicated that they had no plans to leave CPS but that they would consider leaving for better salaries as seen in the statement that “I may stay, but I would leave if a better paying position became available”. Three participants mentioned that they had left CPS because “the job was very stressful and my salary was not corresponding with my job descriptions” and “I found an excellent employment opportunity outside DFPS”. Two participants mentioned that the repayment commitment made them stay by stating “I plan on staying until I finish my commitment” and “I was planning on staying until my repayment commitment was fulfilled; however, I have been reconsidering within the last few months”. One participant who had no intent to leave stated that “I am not pleased with my salary; however, I am pleased with the job I do”.

**5) I have made plans to get a job outside CPS before repayment of commitment.**

About 16.2% of participants made plans to get a job outside CPS before repayment of the commitment, while 56.8% of participants disagreed with this statement. The mean score was 1.8 (SD=1.6). One participant added, “I do NOT want to pay back the stipend out of my own pocket”.

**6) My caseload is manageable.**

About 54% of participants reported that the caseload was manageable, while 16.2% of participants disagreed with this statement. The mean score was 2.9 (SD=1.7). Three participants added that the cases were manageable when more hours were allowed by stating, “I have 35 cases at this time. It requires some overtime but is mostly manageable” and “I have to work 50-60 hours per week to manage my cases”.

**7) I have made plans to get a job outside CPS after repayment of commitment.**

About 18.9% of participants made plans to get a job outside of CPS after repayment of the commitment, while 37.8% of participants disagreed with this statement. The mean score was 2.1 (SD=1.7). Three participants indicated that they had plans to work in the international adoption field, as a school social worker, or at another state job.

**8) My paperwork load is manageable.**

About 62.1% of participants agreed that the paperwork load was manageable, but about 18.9% disagreed with this statement. The mean score was 3.3 (SD=1.4). One participant added that “it is difficult to work with staff/clients because I am trying to keep up with reports that are needed by the state office or upper level administrative staff who don’t have the responsibility for carrying out tasks with the families. It is very frustrating”.

**9) I am satisfied with the promotion and career opportunities presented to me.**

About 45.9% of participants reported satisfaction with the promotion and career opportunities presented. Only 32.4% of participants disagreed with this statement. The mean score

was 2.9 (SD=1.4). Six participants were not satisfied and stated that “those in higher positions retire and come back” and “I was promoted to a supervisor position; however, I don’t feel that there are many more promotions available to me”, “my pay raise has not exceeded 2% yearly, promotions are not based on abilities” and “there are more opportunities outside of CPS”.

**10) I feel valued as a professional.**

About 56.7% of participants agreed that they felt valued as professionals, while 21.6% of participants disagreed with this statement. The mean score was 3.3 (SD=1.3). Seven participants mentioned that they did not feel valued by stating, “Even though I got my LMSW, it is still not valued at all within the agency”, “I do not believe that the agency fosters a very professional environment”, “The supervisors did not support the staff when it came to making decisions” and “there are people who only seek to point out weaknesses”.

**11) I am provided with resources to do an adequate job.**

About 67.6% of participants thought that they were provided with adequate resources, while 16.2% of participants disagreed with this statement. The mean score was 3.6 (SD=1.1). Three participants added that “we need more service providers, more casework staff, and less policy interference” and “it’s very confusing and stressful that there are too many CPS staff in specialized positions requesting information from caseworkers”.

**12) I am satisfied with the training opportunities offered to me.**

About 75.7% of participants were satisfied with the training opportunities offered, while 13.5% of participants disagreed with this statement. The mean score was 3.7 (SD=1.1). Four participants added that “I have never been able to attend, and I am always being put on the waiting list”, “the training is awesome but it does not correspond to the job”, “the majority of training offered is pretty basic and more applicable only for new CPS staff” and “there is little time to attend training with our workload”.

**13) I am satisfied with my professional development.**

About 59.5% of participants were satisfied with their professional development, while 13.5% of participants disagreed with this statement. The mean score was 3.3 (SD=1.2). Four participants mentioned that there was not much to promote professional development. One participant added, “I need to get my professional learning opportunities outside of CPS”.

**14) I am satisfied with my current job.**

About 75.7% of participants were satisfied with their current job, while 5.4% of participants disagreed with this statement. The mean score was 3.8 (SD=1.1). Two participants stated, “I am happy to have this job” and “my profession allows me to work in an arena that gives this social worker satisfaction”. One participant added, “I love the people I work with; however, I do not find the work very intellectually stimulating”.

**15) My supervisor respects my knowledge, skills and experience.**

About 70.2% of participants agreed that their supervisors respected their knowledge, skills and experience, while 10.8% of participants disagreed with this statement. The mean score was 3.8 (SD=1.3). One participant stated, “my supervisor can be very overbearing and strong minded about her ideas that she overlooks other ideas presented to her,” and one participant added, “my supervisor treats me not as a tenured and educated person but as a new caseworker to CPS”.

**16) My co-worker(s) respect(s) my knowledge, skills and experience.**

About 83.8% of participants felt that their co-workers respected their knowledge, skills, and experience, while 5.4% of participants disagreed with this statement. The mean score was 4.0 (SD=1.0). No qualitative responses were made.

**17) My responsibilities match my skills and ability.**

About 59.4% of participants agreed that their responsibilities matched their skills and abilities, while 32.3% of participants disagreed with this statement. The mean score was 3.3 (SD=1.3). One participant added, “I would think any CWEP student would be over-qualified for the responsibilities of a CPS caseworker,” and one participant stated that “the agency does not use our abilities and skills to the potential of our background”.

**18) I am able to satisfy the multiple demands of my job.**

About 83.8% of participants agreed that they could satisfy the multiple demands of their jobs, while 5.4% of participants disagreed with this statement. The mean score was 4.0 (SD=1.0). No qualitative response was made.

**19) My education prepared me to handle my job.**

About 81% of participants felt that CWEP prepared them to handle their jobs, while 10.8% of participants disagreed with this statement. The mean score was 4.0 (SD=1.0). One participant added, “I feel my experience with CPS contributed more than education did,” and one participant stated, “the education I received from my field instructor was invaluable”.

**Four open-ended questions were asked as follows:**

**20) What are the primary reasons that you stay at CPS?**

In expressing their reasons for remaining at CPS, respondents (n=30) cited the CWEP contract, benefits, flexibility, and belief in the mission, vision, and values of DFPS as motivating factors. Respondents expressed a love for the job, a love for CPS, and an overarching enjoyment of working with children and families. The ability to pay for and acquire a graduate degree motivated some, while job stability contributed to others' commitments and/or obligations to retain employment with CPS. Although some respondents mentioned the benefit of collaboration with other staff members, maintaining a job that makes a difference, and being prepared for retirement, other respondents referred to resigning from CPS and to working with CPS solely as a means of obtaining an MSW.

One respondent went so far as to say that employment with CPS would not be recommended without amendments to the quantity of caseloads and advancement within the system.

**21) What are some of the reasons why you would leave CPS?**

Of the respondents (n=37), one of the primary reasons for one leaving CPS was the salary. Additionally, respondents felt that better opportunities might be available elsewhere because of high case loads and a lack of opportunities available at CPS. Feeling liable for the lives of children and for involuntary clients can be tiring and can contribute to one wanting to leave CPS. Another respondent felt disillusioned by CPS policy, citing that the practice and expectations of the agency were not always based on the ethics and values of the profession. High stress, which might stem from an inability to rise within the managerial ranks or because of a lack of support, contributed to respondents' reasoning when asked about leaving CPS. Two other respondents felt devalued as employees because of a lack of fairness and respect and would prefer to develop their careers in different agencies and settings.

**22) What motivates you to work at CPS?**

Personal and professional factors contributed to respondents' (n=30) motivation to be employed by CPS. Overall, respondents were motivated by working with families and children because they enjoyed establishing relationships and helping others through making valuable contributions to both clients and staff. Encouragement from supervisors also inspired respondents as they were able to see their effectiveness within the agency. Stability and commitment to the helping profession were further impacted by the financial incentive of either obtaining a consistent salary, receiving a retirement plan, and/or repayment of the stipend. One respondent felt that the job was prestigious, while another participant felt that the job was interesting and had opportunities for movement within the agency. Additionally, the opportunity for upward mobility within the employment hierarchy served as an incentive to maintain employment at CPS.

**23) What other specific training would be helpful to you?**

Specific training that would be helpful to respondents (n=28) varied from technological development to relational effectiveness. Some respondents felt that additional training was not applicable (n=2) or that no additional training was needed (n=3). Although challenges in attending training might arise because of workload constraints, more elaborate training programs related to licensing, assessment, addiction, casework applications, cultural diversity, conflict resolution, mediation, ethics, the DSM, engaging resistant clients, IMPACT training, and domestic violence could be useful for strengthening the skills of CPS employees. In relation to administrative tasks, training that addressed the confrontation of co-workers in terms of integrity and accountability, informed about the completion of staff reviews and monthly conferences, and taught better ways to introduce new skills and concepts to the staff would be beneficial to some respondents. The availability of such classes might also be increased to ensure that those who seek training opportunities are able to access these resources. Finally, one respondent determined that training in Microsoft PowerPoint and Microsoft Excel would be helpful.

**24) What is the single most helpful thing to you on your job?**

One of the most helpful things mentioned by respondents (n=25) was a good network of support, whether that was in the form of support from managers, secretaries, program directors, supervisors, co-workers, and/or peers. The knowledge of CPS policy and the availability of technology, such as the internet and the tablet that allows work from home, were mentioned as helpful facets of employment. Likewise, three respondents felt that the utilization of educative community resources that assist in personal and client empowerment were beneficial in maintaining employment. Opportunities to hone professional skills, provide for one's family, and develop the ability to help others were also cited as helpful attributes on the job. Subsequently, a lack of upward mobility and dissatisfaction with the hiring process contributed to one respondent's admission that no helpful aspect could be mentioned at this time.

### **Additional comments section**

Furthermore, all respondents (n=37) were given the opportunity to supplement the aforementioned responses with any comments they deemed pertinent. Two respondents felt very positive about their experiences and included comments that credited the CWEP with the personal pursuit of an MSW, labeled the program as "great," and praised the specific field instructor for her contributions to the learning process. Comments referring to the continuation of employment outside of CPS related to rates of turnover due to the level of compensation, the lack of opportunity for growth and development, and the liability of hiring employees who are not interested in child welfare. One respondent commented that resignation from CPS occurred prior to graduation, which resulted in the discontinuation of employment in the social service field.

Table 18

#### *Items Included in the Instrument*

Item #	Statement/Question	Mean	SD
(1)	I am satisfied with my salary/pay.	2.6	1.3
(2)	I am satisfied with my employment benefits.	3.8	1.0
(3)	I am satisfied with the mission of CWEP.	4.2	.7
(4)	I intend to leave CPS within a year.	2.6	1.6
(5)	I have made plans to get a job outside CPS before repayment of commitment.	1.8	1.6
(6)	My caseload is manageable.	2.9	1.7
(7)	I have made plans to get a job outside CPS after repayment of commitment.	2.1	1.7
(8)	My paperwork load is manageable.	3.3	1.4
(9)	I am satisfied with the promotion and career opportunities presented to me.	2.9	1.4
(10)	I feel valued as a professional.	3.3	1.3
(11)	I am provided with resources to do an adequate job.	3.6	1.1
(12)	I am satisfied with the training opportunities offered to me.	3.7	1.1
(13)	I am satisfied with my professional development.	3.3	1.2
(14)	I am satisfied with my current job.	3.8	1.1
(15)	My supervisor respects my knowledge, skills and experience.	3.8	1.3
(16)	My co-worker(s) respect(s) my knowledge, skills and experience.	4.0	1.0
(17)	My responsibilities match my skills and ability.	3.3	1.3

(18) I am able to satisfy the multiple demands of my job.	4.0	1.0
(19) My education prepared me to handle my job.	4.1	1.0

Note: 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, 5 = strongly agree, N/A = not applicable

### *Summary of Findings from Graduates*

- About 91.9% of participants were satisfied with CWEP’s mission.
- About 27% of participants had intent to leave CPS within a year; about 16.2% of participants made plans to get a job outside CPS before repayment of the commitment; about 18.9% of participants made plans to get a job outside of CPS after repayment of the commitment.
- About 83.8% of participants felt that their co-workers respected their knowledge, skills, and experience
- About 83.8% of participants agreed that they could satisfy the multiple demands of their jobs
- About 81% of participants felt that CWEP prepared them to handle their jobs
- The primary reasons for participants to stay at CPS were CWEP contract, benefits, flexibility, and belief in the mission, vision, and values of DFPS as motivating factors.
- The reasons for participants to leave CPS were the salary, high case loads, a lack of opportunities available at CPS, CPS policy and high stress.
- Factors that motivated participants to work at CPS were making valuable contributions to families and children, encouragement from supervisors, stability and commitment to the helping profession, and opportunity for upward mobility within the employment hierarchy at CPS.
- Trainings suggested from participants were in a range from technological development to relational effectiveness.
- A good network of support from managers, secretaries, program directors, supervisors, co-workers and/or peers was the most helpful thing to participants on their jobs.

## **IV. Interview with CWEP Non-Completer**

### Introduction

There was only one CWEP non-completer in this fiscal year. The purpose of the CWEP exit interview was to determine why students withdrew from CWEP. The CWEP office provided the names and telephone numbers of the former CWEP students.

### *B. Methodology*

The student who had terminated from CWEP in the spring of 2009 was contacted by e-mail.

### *C. Findings: Responses from the CWEP Non-Completer*

#### **1) What is/are the reason(s) you are leaving CWEP?**

The participant indicated that “no longer in school at UH”.

**2) What do you like about the CWEP program?**

The participant indicated that “the program creates a group of people with the same interest in classes”.

**3) What do you not like about the CWEP program?**

The participant indicated, “I do not like the CPS repayment requirements. I think it should be time for time”.

**4) What improvements are needed within CWEP?**

The participant indicated, “One concern that I did have was that while you are in CWEP and employed by CPS, for your second year internship, you would have to change positions. That is something I was leery of”.

**5) What could have been done to prevent you from leaving CWEP?**

The participant indicated, “I left due to a family emergency”.

**V. Interviews with CWEP Staff**

*A. Introduction*

Staff members working with CWEP were interviewed to learn about their experiences in working with CWEP and about their interaction with students and CPS staff. Exploration about their perceptions of strengths and weaknesses was accomplished in order to facilitate any improvements that could be made to the program.

*B. Methodology*

CWEP provided the names of the staff members to be contacted. The CWEP staff received an e-mail in preparation for the interview. They were subsequently called or e-mailed to arrange for a face to face interview regarding the survey questions. Individual interviews were completed with all seven identified CWEP staff members.

*C. Findings: Responses from CWEP Staff*

**Sample**

Seven CWEP staff members were identified and interviewed in order to gain qualitative feedback in terms of CWEP functioning (strengths and weaknesses of the program) as well as identification of areas of need. The number of responses may exceed the number of staff, as they often had several responses to each question. No demographic data was recorded for the CWEP staff.

## **Survey Responses (See Instrument in Appendix IV)**

### **1) What were your expectations of the CWEP?**

A wide range of expectations emerged from the respondents concerning the CWEP program. Six respondents expected that CWEP would provide sufficient stipends for applicants, support the students' needs during graduate school, maintain support during the transition from graduate school to Child Protective Services, educate students by providing excellent experience and background, provide basic training related to family and child welfare, mentor students, and encourage students to complete the CWEP. One respondent held the expectation that CWEP would maintain positive national and state exposure and that CWEP would expand and improve the area of Foster and Adoption curriculum. CWEP would also recruit more people from the CPS workforce to enter the MSW program as a way of professionalizing the field. An additional expectation reported by one respondent was logistical in nature. One respondent expected that the CWEP salary would be comparable to market value and that adequate compensation would be made for tasks completed beyond the job description, for tasks done well, and for above average job skills. The expectation that CWEP would be more involved with foundations that provide funding for such programs and that further community fundraising and awareness would be endeavored to increase stipends was also reported.

### **2) What is your impression of the CWEP thus far? Please explain.**

Six respondents reported that the program was very positive and was good for skill development, the enhancement of the knowledge base, the upgrade of the working quality of students, and the provision of support for students. One participant said that the stipend program was very good for providing financial and academic support for the students. One participant concurred that the program was very positive and effective at implementing its expectation; CWEP has been very positively accepted in the college and the regional CPS office as well as gaining exposure at the state and national levels. Although one participant described the program as "fabulous," a different participant initially described the program as "unorganized," but recanted and said that there was little connectivity within the program. This participant felt that staff members were responsible for many different tasks and activities, which prohibited an accurate understanding of the work of other staff members. Because of this lack of cross-training and/or connectivity, chaos could ensue because of a lack of ability to perform other staff members' jobs in the instance of absence. There was no common place for information, and the onus of responsibility for disseminating information was often confusing or overwhelming.

### **3) What are the greatest strengths of the CWEP?**

Many strengths of the CWEP emerged from the respondents. Seven participants felt that the greatest strengths could be found in the stability and knowledge of the staff, the support of the staff, the overall quality of the CWEP's supports (including the stipend and academic support) to students,

the symposium, the LEO program, the self-courses, the students, the emphasis on obtaining a professional degree, the leadership of the program, the high quality of training, the accomplishment of tasks at a high level, teamwork, the program structure, and hands-on participation. One participant saw the Title IV-E website as a valuable asset in both its comprehensiveness and in its ability to bring current issues and events to the forefront for students.

#### **4) What are the obstacles facing the CWEP**

When asked to identify the obstacles facing the CWEP program, one participant said that there were no obstacles. The additional responses were varied with one participant stating that there was a need to continue to strengthen curriculum and the child welfare field for the MSW student. Five participants cited money as an obstacle by mentioning the uncertainty of the federal funding level, the fact that a non-CWEP graduate could be hired because of a lack of money to support the CWEP graduate, and the challenges finding a funding match. Another financial concern was that CWEP graduates would not gain immediate promotion in CPS and would, therefore, lack a high degree of job satisfaction. The lack of job satisfaction would prompt the graduate to leave CPS directly after the repayment of education, which would result in a high rate of turnover. One participant suggested that a staff position be created to focus solely on fundraising and acquiring additional funding, two participants focused more on the administrative obstacles within the CWEP program such as the ever-changing, "chaotic" atmosphere at DFPS and the lack of support from the administrative staff toward CWEP staff members.

#### **5) What are the CWEP specific areas of need?**

Five participants felt that additional staff support was needed whether that be through a faculty member who helps compliment the administrator and advertise the program or through the clerical support of a full-time secretary. A participant offered that a full-time secretary with specified work hours would bring cohesiveness, direction, and connectivity to the CWEP while completing the clerical tasks that can often detract from the administrators/advisors completing their jobs effectively. Updated equipment would also benefit the effectiveness of CWEP staff. Two participants felt that more respect and recognition should be given by the college and that improvements are needed in the areas of field curriculum and supervision. Two participants focused on marketing CWEP within the college and at the state and national levels, which would be aimed at the recruitment effort to locate additional CPS workers who might be interested in the CWEP program in Texas and in the implementation of similar programs in other states. Finally, one participant saw the need to expand the number of stipends, but recognized that this expansion would be dependent upon the federal regulation governing Title IV-E. A participant felt that there was a need to have guaranteed state funding for employees rather than funding that is dependent upon year-to-year federal contract; additionally, one CWEP staff member said that the current availability of money was not enough to train the CPS worker and that the demand was still more than the supply.

#### **6) What specific resources would you like to see introduced into the CWEP?**

The resources mentioned by CWEP staff members were in the form of technological improvements and resource availability that would make the program more effective and accessible

for students. One participant would like to see a more current computer program that is more accessible to students and staff, by allowing enhanced information retrieval and more efficient report production. One participant mentioned needing more current equipment, and other colleagues elaborated by offering that more DVDs and additional training manuals and workbooks should be added to the CWEP library. Additional money might be allocated for creating supplementary CWEP videos that are updated to show the child investigation skills and interview cases related to forensic issues. One participant stated that additional money might be provided through fundraising aimed at providing additional funding for students, even if that funding is made available through private sources rather than Title IV-E. Additional support from university experts in media and other colleges within the university could contribute to student support and to CWEP-related opportunities. Finally, one participant felt that pre-existing resources such as the CWEP library, PhD mentors, faculty members, advisors, and field instructors should be publicized to help students who are often too busy to personally initiate these support systems, develop their effectiveness and maintain optimum performance.

#### **7) How effective have communications been between DFPS and CWEP administrators and staff?**

The basic consensus was that communication was effective between DFPS and CWEP administrators with all participants affirming that communication was great, excellent, fine, or effective with the exception of one participant who said that the effectiveness of communication was not known and one participant who said that state office communication was less than ideal. This particular participant stated that improvement in the frequency of communication and the degree of information sharing would be necessary to improve the effectiveness of DFPS and CWEP communication. Additionally, one participant specified that communication was very effective at a regional level, and two participants praised the CWEP director and the frequency of communication offered. The recognition that there may have been a miscue or a disconnection in communication between CWEP and the students was reported.

#### **8) Other comments?**

When given the opportunity to answer an open-ended, completely non-directive question, responses were varied and aimed at program reform, continuation of current practice, and future goals. One participant stated that the program should be continued, and another said that feelings about the program were positive and that working with staff members and the high quality of CWEP students was a positive experience. One participant commented on the difficulty recruiting investigative workers for the CWEP program because of the lack of time, but the participant felt that the participation of such workers would help the work of CPS. One participant said that additional resources beyond the stipend and additional services like parenting classes would utilize and benefit students through further outlets. One participant hoped to influence the agency to promote staff members, who have the MSW degree, immediately after receiving their degrees before burn out and job relocation occur. This participant felt that graduates needed agency recognition for contributions to the agency by utilizing what was learned from the MSW degree (reported as a "systemic issue"). Finally, one participant pointed to barriers to communication between CWEP staff and students by stating that communication was weak despite the various outlets and approaches that staff members utilized (Newline, hardcopy, faculty, specific advisor, and field advisor). The participant was

frustrated because students were often too busy to access these sources and communicate effectively because of work, high caseloads, coursework, projects, family life, and stress; thus, communication with CWEP staff was not always the priority and students complained that there was a lack of communication regardless of the efforts that CWEP staff members implemented to alleviate this problem.

#### *Summary of Findings from CWEP Staff*

- CWEP staff members appeared to be attentive to the unique structure of the CWEP program and to the needs of the participating students.
- Participants supported the program's purpose and ideals.
- Various areas of improvement were identified such as the development of additional support staff, advancing communication strategies, offering additional funding or financial services, updating equipment such as technological resources and library data, and utilizing the available methods of support offered for both staff and students.

## **VI. Interviews with DFPS Administrators**

### *A. Introduction*

Administrators working for DFPS who were working with CWEP were interviewed to learn about their experiences with CWEP. These interviews are conducted every three years. Their opinions were sought regarding the strengths and weaknesses of CWEP toward enhancement of the program for the students, the agencies and the UH-GCSW.

### *B. Methodology*

CWEP provided the names of the six Administrators and contact information. The Administrators received an e-mail regarding the telephone interviews to follow. They were contacted by telephone and five survey interviews were completed.

### *C. Findings: Responses from DFPS Administrators*

#### **Sample**

Five out of six administrators were identified in order to gain qualitative feedback in terms of CWEP functioning (strengths and weaknesses of the program) and the interactions between CWEP and DFPS. In the qualitative responses, the number of responses given may exceed the number of respondents, as the respondents sometimes gave multiple responses within each open-ended question. No demographic data were recorded for the DFPS Administrators.

Survey Responses (See Instrument in Appendix V)

**1) What is your role with regard to the CWEP?**

Of the respondents, one administrator cited being the intern coordinator who was responsible for getting placements for each intern accepted in the summer program, one alluded to being involved in agency oversight, one was a contract manager, one helped place CWEP students with employment after graduation, and one administrator was a CPS supervisor who had a colleague under the CWEP program.

**2) How involved are you with the CWEP?**

The involvement of DFPS administrators with the CWEP program varied, presumably as a result of their differing roles with DFPS. One administrator claimed to be very involved for the last two years, while another's direct involvement with UH was "not a whole lot, only two meetings about the CWEP program." This administrator claimed to gain information and knowledge from a worker who was in the program. One administrator met with CWEP on a quarterly basis for update meetings and spoke on an as needed basis to the coordinator at the university. Another administrator met monthly with the director of CWEP, visited placements biannually, and was involved in the policy of contract with the students who qualified to get CWEP. One administrator attended a few meetings and met with the CWEP director and coordinator very often to talk about students' preferences for their placements.

**3) What were your expectations of the CWEP?**

One administrator responded that expectations of the CWEP were unknown. Four administrators expected that students would be better case workers, would bring new approaches and new thinking to the clients, would stay in the agency longer, and would be prepared to work in the CPS field. One administrator said that the expectation of intern placements at CPS as successful would be ensured because of collaboration with and communication between DFPS and CPS to meet the needs of the students.

**4) What is your impression of the CWEP thus far? Please explain.**

The impressions of the CWEP program thus far were affirmative in response. Four administrators felt that the impression was "fine, great, and really good" based on the program providing the agency with well-rounded future employees. CWEP was cited as being a quality program that serves DFPS well because students are well-informed, understand the system, and apply what they learn from the classroom to the field setting. One administrator included that the program was really good because it encourages students to earn graduate degrees.

**5) What are the greatest strengths of the CWEP?**

The strengths identified during the interviews centered on the support that CWEP invested in education and employment and in agency relations. One administrator reported that people can return to school for a higher education and reenter the workforce. Similarly, one

administrator mentioned that CWEP participants could maintain employment while concurrently being enrolled in graduate school, earning a degree. A related CWEP strength reported through the survey was that students could apply what they learned from the theoretical and clinical skills being taught in the MSW program to the employment experience. CWEP was said to have a solid investment in providing a high standard for the students and consistency in maintaining that standard. One administrator felt that the greatest strength of the CWEP was that the relationship with the agency was very good, the connection was great, and a variety of issues were able to be addressed.

#### **6) What are the obstacles facing the CWEP?**

Presently, one administrator did not see any obstacles facing the CWEP. Two administrators identified obstacles related to scheduling. Namely, the student's schedule was difficult to predict because of classes, and sometimes when the student's cases needed crisis intervention or immediate responses, the DFPS administrator had to fill in. The other scheduling obstacle was the difficulty in getting field placement on the weekend and after regular business hours. Two administrators perceived obstacles with the participants chosen for the CWEP program. One administrator cited that only certain people are permitted to participate in the program, which can exclude people in the investigator positions. Two administrators cited that not everyone was able to work towards the MSW degree and that some CWEP students who were working towards this degree were not passionate about the MSW, which was an obstacle facing the CWEP.

#### **7) What are the CWEP's specific areas of need?**

One administrator reported that there are no specific areas of need, and one reported not knowing any specific areas of need. One administrator said that a significant need was finding and recruiting more students. Another administrator said that a specific area of need was direction and structure for working in a government agency. Finally, one administrator reported difficulty for students in working full-time at the agency and having an internship elsewhere.

#### **8) What specific resources would you like to see introduced within the CWEP?**

In looking at the specific resources that DFPS administrators would like to see implemented within the CWEP program, one of the administrators determined that student exposure to the agency's clients prior to coming into the system would be beneficial. Additionally, one administrator said that generating work during the weekend hours would be a desirable resource for the CWEP. One administrator did not know which specific resources should be introduced within the CWEP. When asked this question, one administrator said that no resources should be introduced, and one said that the current resources were fine.

#### **9) How effective have communications been between DFPS and CWEP administrators and staff?**

All administrators agreed that communications between DFPS and CWEP were good through the use of the words: "very good, very effective, and fine." One administrator elaborated that there was excellent communication, which hinged on the solid working relationships that were built in the past. The one exception was an administrator who mentioned meeting just a few times

with the director and/or the student affairs coordinator and did not attribute any positive or negative value to the communications between DFPS and CWEP.

### *Summary of Findings from DFPS Administrators*

- Overall, the DFPS administrators appeared to have clarity about the various roles that they filled with regard to CWEP although their levels of involvement varied.
- The administrators tended to expect that students participating in the CWEP program would be well-prepared and successful in agencies such as CPS; likewise, the administrators reported having positive impressions about the program and its quality or strengths in terms of its educational and employment purposes and in terms of agency relations.
- Alternately, identified obstacles were logistical in nature, such as scheduling conflicts and program participation.
- Additional needs and resources could be developed through the recruitment of more students, further exposure to the client population, and additional hour availability.

## **VII. Interviews with CWEP Field Instructors**

### *A. Introduction*

Field Instructors were interviewed to learn about their experiences with the CWEP student(s) they supervised and about their experiences with CWEP. This was done to learn about the strengths and weaknesses of CWEP to further enhance the program for the students, the agencies and the UH-GCSW.

### *B. Methodology*

CWEP provided the names of the nine field instructors for the students in a second-year placement for the 2008-2009 academic year. The field instructors were e-mailed and contacted by telephone concerning the survey, and seven out of nine field instructors were interviewed by telephone and face to face interview.

### *C. Findings: Responses from CWEP Field Instructors*

#### **Sample**

Seven out of nine field instructors were interviewed in order to gain qualitative feedback in terms of CWEP functioning (strengths and weaknesses of the program) as well as identification of areas of need. In the qualitative responses, the number of answers given may exceed the number of respondents, as the respondent sometimes gave multiple responses within each open-ended question. No demographic data was recorded for the field instructors.

*Survey Responses* (See Instrument in Appendix VI)

### **1) How long have you been involved with the CWEP student in your unit?**

In regards to students, field instructors appeared to have a high degree of contact and expressed being "very involved, very much involved, and meeting frequently." One field instructor even reported that there was more involvement than desired. In accordance with these statements, one field instructor reported being pretty active due to weekly meetings (lasting approximately one and a half hours), reviews of activities, and discussions about issues and concerns; another field instructor reported meeting once a week with students and once a month with staff. Likewise, one field instructor reported meeting twice a week with the student, once on an individual basis and once in group supervision; in addition, the field instructor interacted with both the supervisor and the student in face-to-face meetings at the beginning and end of each semester and in weekly phone conversations. This particular field instructor also expressed a high degree of availability to the student ("always available by phone") and the presence of open communication with the student.

### **2) What impact has the CWEP student had on your unit?**

Six field instructors agreed that having students on their units was a very effective way of increasing student learning and that the students made positive contributions to the units that they served. Although two field instructors mentioned not being responsible for specific units, one of these field instructors reported meeting regularly with the preceptor who indicated very positive interaction with students through intern assistance in establishing unit policy for working with clients more effectively. One field instructor also reported that the preceptor described experiences with the student as positive because of the student's initiative in managing additional cases and the willingness to gain additional perspectives on cases and unit policies. One field instructor described the process of teaching in a hands-on manner through student exposure to daily unit procedure as being enjoyable, and three field instructors described students as being good workers, fast learners, helpful, responsive, well-organized, and competent in terms of interpersonal skills. Six field instructors valued the ability of students to view cases and experiences in a larger perspective or broader community through the lens of social work rather than relying solely on the perspective of CPS. Finally, one field instructor who had a high degree of involvement realized that some learning was necessary for the students as related to their jobs at DFPS.

### **3) What obstacles have you faced when working with a CWEP student?**

The emerging obstacles recognized through the interviews identified personal, administrative, and logistical challenges that became apparent for field instructors and their respective students. Two field instructors mentioned not having any obstacles, but four field instructors mentioned not being accessible or available to students on a regular basis because of distance or because of a lack of sufficient time. One field instructor mentioned that difficulty arose in working with DFPS administration because the offices were too far apart. Field supervision was too short, and the instructor wanted to spend more time with the student(s) and with the CWEP at the university to gain understanding and provide further assistance to the student(s). One field instructor mentioned that the student had limited interaction with and was detached from clients because of the limited days of student availability; similarly, another field instructor mentioned the obstacle of students not understanding the difference between field placement and employment. Finally, one

field instructor cited difficulty in finding time and space to meet with a student because students were not assigned office space with access to a particular computer.

**4) What are the benefits of having a CWEP student working in your office?**

Field instructors cited personal benefits, as well as student and agency benefits, as a result of student participation within their offices. Five field instructors responded, in terms of personal benefits, that students offered extra hands to help deal with cases, field instructors were given a chance to renew, field instructors were able to recall and sharpen skills, students provided additional information that was beneficial to the client population, and more time could be offered to clients because of the extra assistance. Four field instructors saw that students gained valuable benefits such as the ability to gain different insights and concepts about cases, the desire to be part of the unit, the positive encouragement of other workers, fresh perspectives on social work, increased effectiveness managing case work, skills handling reports, and experience reading home studies. Overall, students were able to gain a stronger social work background and develop the ability to see the interactions among policy, academics, and casework. Agency benefits were seen in terms of additional assistance within the units, increased productivity, a lessening of time constraints, and exposure to the agency need for more MSW staff.

**5) Do you feel the "connection" between the GCSW and yourself, as a Field Instructor, is sufficient?**

Seven field instructors felt sufficiently connected to the GCSW, with all field instructors answering in the affirmative and two adding that plenty of support was offered and that there was certainly a connection. In addition, one field instructor agreed that the connection was sufficient but that more time was still desired, and one field instructor mentioned that additional measures could be taken to connect and involve the preceptor with the GCSW through invitation to college-sponsored events and developing a closer association with the field programs.

**6) What additional resources do you need from CWEP to support you as a Field Instructor?**

Five of the field instructors agreed that no additional resources were necessary to provide field instructor support with one field instructor offering that current support ran smoothly, yet, one field instructor felt that more money should be provided for the off-site field instructor if needed. Another field instructor stated that the office provided enough help but that ample time for communication and understanding was still lacking.

*Summary of Findings from CWEP Field Instructors*

- Field instructors reported the value of interactions with students, preceptors, and the UH-GCSW as being positive.
- The inclusion of CWEP students in the various units that these field instructors service was reported as being beneficial to field instructors, students, and agencies in terms of skill development, client service, and agency efficiency with minimal observable challenges.

## VIII. Summary of Overall Findings

### *For CPS Employees*

- 100% of participants consulted with their student advisor, Brunessia Wilson; 57.1% consulted with their field advisor, Kathy Clark; About 21.4% consulted with the faculty advisor, Dr. Monit Cheung; About 14.3% consulted with the CWEP director, Joe Papick
- No contact/consultation was made with the LEO mentor and/or the stipend coordinator.
- 85.7% of participants attended the CWEP orientation/contract signing; about 78.6% of participants attended the CWEP symposium/town hall meetings; About 71.4% of participants read the NewsLine; About 57.1% of participants attended the field practicum meetings.
- About 57.1% of participants learned about CWEP from information meetings at CPS.
- About 42.9% of participants applied to CWEP due to the stipend and MSW education.
- About 71.4% of participants were satisfied with the CWEP program, a total of 10 responses included supportive CWEP staff, financial aid and the curriculum. In terms of improvement, a total of 6 responses were given with themes such as lack of flexibility, content in curriculum and contacts with CWEP staff.
- About 85.7% of participants were satisfied with the employment in CPS after graduation.
- About 50% of participants indicated that the stipend amount was sufficient, while 42.9% of participants disagreed with this. A total of five responses concerned about the amount of the stipend that was not sufficient to cover all fees such as rising tuition, materials, books.
- About 85.7% participants indicated that the requirements of the CWEP program were explained to them clearly
- About 50% of participants indicated that the CWEP website was useful.
- About 85.7% of participants indicated that their CPS employer provided sufficient support for them to participate in the CWEP program.
- About 85.7% of participants indicated that their CPS job supervisor accommodated their needs to be an effective learner in the CWEP program.

### *For Non-CPS Employees*

- 100% of participants consulted with their student advisor, Brunessia Wilson; About 71.4% consulted with the CWEP director, Joe Papick; About 57.1% consulted with the field advisor, Kathy Clark; About 28.6% consulted with the faulty advisor, Dr. Monit Cheung.
- No contact/consultation was made with the LEO mentor.
- 85.7% of participants attended the CWEP orientation/contract signing; About 71.4% of participants read the NewsLine; About 57.1% of participants attended the CWEP symposium/town hall meetings; About 57.1% of participants visited the website; About 57.1% of participants attended the required course.
- About 42.9% of participants learned about CWEP from the UH-GCSW website.
- About 42.9% of participants applied to CWEP due to the guarantee of a CPS job after graduation.
- About 57.2% of participants were satisfied with the CWEP program. A total of 4 responses included supportive CWEP staff, employment and the curriculum. In terms of improvement, a total of 2 responses were given with themes such as information regarding the curriculum.

- About 85.7% of participants were satisfied with the staff assistance for advising and field internship support provided by the CWEP program
- About 85.7% of participants indicated that the CWEP program helped increase their knowledge in child welfare

*For Graduates*

- About 91.9% of participants were satisfied with CWEP's mission.
- About 27% of participants had intent to leave CPS within a year; about 16.2% of participants made plans to get a job outside CPS before repayment of the commitment; about 18.9% of participants made plans to get a job outside of CPS after repayment of commitment.
- About 83.8% of participants felt that their co-workers respected their knowledge, skills, and experience
- About 83.8% of participants agreed that they could satisfy the multiple demands of their job
- About 81% of participants felt that CWEP prepared them to handle their job
- The primary reasons for participants to stay at CPS were CWEP contract, benefits, flexibility, and belief in the mission, vision, and values of DFPS as motivating factors.
- The reasons for participants to leave CPS were the salary, high case loads, a lack of opportunities available at CPS, CPS policy and high stress.
- Factors that motivate participants to work at CPS were making valuable contributions to families and children, encouragement from supervisors, stability and commitment to the helping profession, and opportunity for upward mobility within the employment hierarchy at CPS.
- Trainings suggested from participants ranged from technological development to relational effectiveness.
- A good network of support from managers, secretaries, program directors, supervisors, co-workers and/or peers was the most helpful thing to participants on their jobs.

*For CWEP Non-Completer*

- The participant indicated that leaving CWEP was due to a family emergency.
- The participant stated that the program created a group of people with the same interest in classes; however, the participant disliked the CPS repayment requirements.

*For CWEP Staff*

- CWEP staff members appeared to be attentive to the unique structure of the CWEP program and to the needs of the participating students.
- Participants supported the program's purpose and ideals.
- Various areas of improvement were identified such as the development of additional support staff, advancing communication strategies, offering additional funding or financial services, updating equipment such as technological resources and library data, and utilizing the available methods of support offered for both staff and students.

*For DFPS Administrators*

- Overall, the DFPS administrators appeared to have clarity about the various roles that they filled with regard to CWEP; although, their levels of involvement varied.
- The administrators tended to expect that students participating in the CWEP program would be well-prepared and successful in agencies such as CPS; likewise, the administrators reported having positive impressions about the program and its quality or strengths in terms of its educational and employment purposes and in terms of agency relations.
- Alternately, identified obstacles were logistical in nature, such as scheduling conflicts and program participation.
- Additional needs and resources could be developed through the recruitment of more students, further exposure to the client population, and additional hour availability.

*For CWEP Field Instructors*

- Field instructors reported the value of interactions with students, preceptors, and the UH-GCSW as being positive.
- The inclusion of CWEP students in the various units that these field instructors service was reported as being beneficial to field instructors, students, and agencies in terms of skill development, client service, and agency efficiency with minimal observable challenges.

## **IX. Recommendations**

Based on the findings from the aggregated quantitative and qualitative data, the evaluator makes the following recommendations:

1. Publicize the advantages of LEO more frequently in order to encourage usage.
2. Improve communication between students and CWEP staff so that students' concerns and problems can be discussed from time to time. Set up regular meetings with individual students to discuss issues happening in the program such as electives, field issues and policy changes.
3. Continue developing ways of communicating with students, such as the website, phone, email, and/or face-to-face contact that disseminate information in easily accessible ways. Repeatedly inform students about the availability of the resources such as LEO, library materials, videos, etc.
4. Offer training for CPS on-site supervisors that focuses on how to accommodate students' need to be effective learners at their CPS internship.
5. Continue to increase stipend amount to keep up with the cost of education, which includes both tuition and additional resources (books, materials, etc.). Allow flexibility to use the stipend to meet the differing needs of students resulting from enrollment status

(part-time, full-time, flex option). Continue to offer incentives (stipend and educational benefits) and publicize this information during CWEP recruitment to raise awareness and enhance recruitment strategies.

6. Acquire additional funding to supplement the stipend and actual costs for education (such as travel, book purchase, etc.) for the programs to attract students.
7. Assist students in coursework in terms of developing skills and resources necessary to work in child welfare, providing in-depth application and understanding of CPS-related issues to equip students for future career development, and emphasizing the benefits and strengths of working to improve the lives of children and families.
8. Be sensitive in scheduling of meetings and activities to meet the needs of the students as students are often committed to attending school, maintaining employment, completing internship hours, and tending to personal/familial obligations.
9. Make efforts to minimize obstacles for employee students such as scheduling conflicts that can arise from the unpredictability of class schedules, individual student crises, and the scheduling of field placement during hours that do not correspond with regular business hours.
10. Provide more opportunities for graduates to obtain career promotions and receive satisfactory salaries and benefits.
11. Give appreciation and encouragement to work supervisors to motivate graduates to maintain employment at CPS.
12. Make efforts to minimize stress and/or develop strategies for managing stress to foster sustained employment.
13. Offer continuing education and training opportunities that are comparable to the experience and expertise of graduates.
14. Connect the preceptors with the GCSW through invitation to college-sponsored events and the development of a closer association with the field programs.
15. Recruit more students to the program, and ensure that students who are recruited are actively interested in the program and in pursuing the field of child welfare in future contexts.

## Appendix I: CWEP Students Evaluation Questionnaire

### Part A. Child Welfare Education Project (CWEP) Evaluation Questions

CWEP is a stipend program that enhances your MSW study with course work and additional activities. Please indicate (1) which component(s) you participated in the academic year 2008-2009 (check all that apply); (2) how often (Daily, Weekly, Monthly or Yearly) you participated in the activity during the academic year 2008-2009; and (3) to what extent the activity has impacted your learning at the GCSW (rate each item that you have checked below based on a five-point scale (0=no impact at all, 1=small impact, 2=some impact, 3=significant impact, and 4=great impact)).

#### A: People

(1) Which CWEP staff have you contacted/consulted with in the academic year 2008-2009 (check all that apply).

- a. CWEP Director, Joe Papick
- b. Dr. Monit Cheung (Faculty)
- c. Dr. Trish Taylor (Faculty)
- d. Field Advisor, Kathy Clark
- e. LEO mentor, (Shetal Gupta or Corrine Walijarvi)
- f. Stipend Coordinator, Ann McFarland
- g. Student Advisor, Brunessia Wilson

(2) How often (Daily, Weekly, Monthly or Yearly) you participated in the activity during the academic year 2008-2009.

	Daily	Weekly	Monthly	Yearly
a. CWEP Director, Joe Papick				
b. Dr. Monit Cheung (Faculty)				
c. Dr. Trish Taylor (Faculty)				
d. Field Advisor, Kathy Clark				
e. LEO mentor, (Shetal Gupta or Corrine Walijarvi)				
f. Stipend Coordinator, Ann McFarland				
g. Student Advisor, Brunessia Wilson				

3) To what extent did your contact with the CWEP staff impact your learning at GCSW (rate each item that you have checked below based on a five-point scale (0=no impact at all, 1=small impact, 2=some impact, 3=significant impact and 4=great impact)).

	0	1	2	3	4
a. CWEP Director, Joe Papick					
b. Dr. Monit Cheung (Faculty)					
c. Dr. Trish Taylor (Faculty)					
d. Field Advisor, Kathy Clark					
e. LEO mentor, (Shetal or Corrine)					
f. Stipend Coordinator, Ann McFarland					
g. Student Advisor, Brunessia Wilson					

B: Activities/Courses

(1) Which activities/courses did you participate in the academic year 2008-2009 (check all that apply).

- h. Attended CWEP Field Practicum Meetings
- i. Attended CWEP Orientation/Contract Signing
- j. Attended CWEP Symposium/Town Hall Meeting
- k. Browsed or Used CWEP Website
- l. Participated in CWEP Committee or NewsLine Interview
- m. Read the CWEP NewsLine
- n. Took CWEP Elective Course: SELF Course with Dr. Trish Taylor
- o. Took CWEP Required Course: Child Abuse & Neglect
- p. Took Independent Study Course with Dr. Trish Taylor
- q. Took Independent Study Course with Dr. Monit Cheung
- r. Used LEO Mentor Service
- s. Other (please specify)

(2) How often (Daily, Weekly, Monthly or Yearly) did you participate in the activity during the academic year 2008-2009.

	Daily	Weekly	Monthly	Yearly
h. Attended CWEP Field Practicum Meetings				
i. Attended CWEP Orientation/Contract Signing				
j. Attended CWEP Symposium/Town Hall Meeting				
k. Browsed or Used CWEP Website				
l. Participated in CWEP Committee or NewsLine Interview				
m. Read the CWEP NewsLine				
n. Took CWEP Elective Course: SELF Course with Dr. Trish Taylor				
o. Took CWEP Required Course: Child Abuse & Neglect				
p. Took Independent Study Course with Dr. Trish Taylor				
q. Took Independent Study Course with Dr. Monit Cheung				
r. Used LEO Mentor Service				

(3) To what extent did the activity impact your learning at GCSW (rate each item that you have checked below based on a five-point scale (0=no impact at all, 1=small impact, 2=some impact, 3=significant impact and 4=great impact).

	0	1	2	3	4
h. Attended CWEP Field Practicum Meetings					
i. Attended CWEP Orientation/Contract Signing					
j. Attended CWEP Symposium/Town Hall Meeting					
k. Browsed or Used CWEP Website					

l. Participated in CWEP Committee or NewsLine Interview					
m. Read the CWEP NewsLine					
n. Took CWEP Elective Course: SELF Course with Dr. Trish Taylor					
o. Took CWEP Required Course: Child Abuse & Neglect					
p. Took Independent Study Course with Dr. Trish Taylor					
q. Took Independent Study Course with Dr. Monit Cheung					
r. Used LEO Mentor Service					

Please rate item using the scale below:

- SD = strongly disagree
- D = disagree
- U = undecided
- A = agree
- SA = strongly agree
- NA = not applicable

	SD	D	U	A	SA	NA
2. I am satisfied with the CWEP program so far.						
2a. What would make you more satisfied with the CWEP program? Please explain.						
2b. What are the strengths of the CWEP program? Please explain.						
2c. What are the areas that need improvement? Please explain.						
3. My expectations of CWEP have been met.						
3d. If your expectations have not been met, how could CWEP help you meet your expectations? Please explain.						
4. CWEP program provides financial assistance for costs associated with my MSW study?						
5. CWEP program provides excellent child welfare oriented classes and field internships designed for my educational experience.						
6. CWEP program provides special seminars and workshops focused on child welfare issues to enhance my educational experience.						
7. CWEP program provides staff assistance for my advising and field internship support.						
8. CWEP program provides employment in Children's Protective Services after graduation.						
9. CWEP program provides rewarding opportunities to improve the lives of children and families.						
10. At my CPS internship, my on-site supervisor accommodates my needs to be an effective learner.						
11. The CWEP program helps me in my professional						

development.						
12. The activities and/or courses required/recommended by CWEP have provided me with career enhancement.						
13. CWEP has helped increase my knowledge in child welfare.						
14. CWEP has helped enhance a positive attitude toward child welfare.						
15. CWEP has helped increase my skills in child welfare.						
16. The CWEP stipend influenced my decision to apply to the MSW program.						
17. The stipend amount is sufficient.						
18. The requirements of the CWEP program were explained to me clearly.						
19. The CWEP website is useful.						
20. Do you have any other comments regarding CWEP you would like to share?						

FOR CPS EMPLOYEES ONLY

Please rate item using the scale below:

- SD = strongly disagree
- D = disagree
- U = undecided
- A = agree
- SA = strongly agree
- NA = not applicable

	SD	D	U	A	SA	NA
21. My CPS employer provides me with sufficient support to participate in the CWEP program.						
22. CWEP has helped me to be more effective in my child welfare career.						
22a. If not, how could CWEP help you to be more effective in your child welfare career? Please explain.						
23. My CPS job supervisor accommodates my needs to be an effective learner in the CWEP program.						

24. How long have you been with CPS? (years) \_\_\_\_\_

25. Current CPS Positions:

- \_\_\_\_\_ CPS Investigator II
- \_\_\_\_\_ CPS Investigator III
- \_\_\_\_\_ CPS Investigator IV
- \_\_\_\_\_ CPS Investigator V
- \_\_\_\_\_ CPS Senior Investigator

- \_\_\_\_\_ CPS Supervisor I
- \_\_\_\_\_ CPS Supervisor II
- \_\_\_\_\_ Family Based CPS Specialist II
- \_\_\_\_\_ Family Based CPS Specialist III
- \_\_\_\_\_ Family Based CPS Specialist IV

- |  |  |
|--|--|
| <input type="checkbox"/> CPS Investigative Supervisor I  | <input type="checkbox"/> Family Group Decision Making Specialist |
| <input type="checkbox"/> CPS Investigative Supervisor II | <input type="checkbox"/> Kinship Caregiver CPS Spec II           |
| <input type="checkbox"/> CPS Program Administrator       | <input type="checkbox"/> Kinship Caregiver CPS Spec III          |
| <input type="checkbox"/> CPS Program Director            | <input type="checkbox"/> Kinship Caregiver CPS Spec IV           |
| <input type="checkbox"/> CPS Specialist II               | <input type="checkbox"/> Program Specialist I                    |
| <input type="checkbox"/> CPS Specialist III              | <input type="checkbox"/> Program Specialist III                  |
| <input type="checkbox"/> CPS Specialist IV               | <input type="checkbox"/> Program Specialist IV                   |
| <input type="checkbox"/> CPS Specialist V                | <input type="checkbox"/> Program Specialist V                    |
| <input type="checkbox"/> Other (please specify):         |  |

26. What unit(s) or stage(s) that you are currently assigned?

- |  |  |
|--|--|
| <input type="checkbox"/> Intake (INT)                            | <input type="checkbox"/> Preparation for Adult Living (PAL)                                |
| <input type="checkbox"/> Investigations/Initial Assessment (INV) | <input type="checkbox"/> Administrative Review for Investigation (ARI)                     |
| <input type="checkbox"/> Family Preservation (FPR)               | <input type="checkbox"/> Foster and Adoptive Home Development (FAD)                        |
| <input type="checkbox"/> Substitute Care (SUB)                   | <input type="checkbox"/> Administrative Review for Foster or Adoptive Home Providers (ARF) |
| <input type="checkbox"/> Family Substitute Care (FSU)            |  |
| <input type="checkbox"/> Family Reunification (FRE)              |  |
| <input type="checkbox"/> Adoption (ADO)                          |  |
| <input type="checkbox"/> Post Adoption (PAD)                     |  |

Part B. Demographic Information

1. Gender:  Male  Female
2. Age: \_\_\_\_\_
3. Ethnicity
  - African American
  - Asian American
  - Caucasian
  - Hispanic
  - Other (please specify): \_\_\_\_\_
4. Degree(s): \_\_\_\_\_
5. What year are you in the MSW program?
  - 1<sup>st</sup> year
  - 2<sup>nd</sup> year
  - 3<sup>rd</sup> year
  - 4<sup>th</sup> year
6. Enrollment status:  Full time  Part time
7. Paid child welfare related experience (number of years): \_\_\_\_\_
8. Voluntary child welfare related experience (number of years): \_\_\_\_\_
9. What is/will be your concentration area at the GCSW?
  - a. Children and Families
  - b. Gerontological Social Work
  - c. Health Care
  - d. Mental Health
  - e. Political Social Work
  - f. Clinical Practice Track
  - g. Leadership Administration and Advocacy Track

10. Expected graduation date (i.e. MM/YYYY): \_\_\_\_\_

11. I learn about CWEP from

- \_\_\_\_\_ a. At an information meeting at CPS
- \_\_\_\_\_ b. Through my supervisor
- \_\_\_\_\_ c. Through a CWEP participant
- \_\_\_\_\_ d. From a Flyer
- \_\_\_\_\_ e. Others (please specify)

12. What factor(s) most influenced my decision to apply to CWEP? (Check all that apply)

- \_\_\_\_\_ a. Guarantee of CPS job upon graduation
- \_\_\_\_\_ b. Job advancement
- \_\_\_\_\_ c. MSW Education
- \_\_\_\_\_ d. Stipend
- \_\_\_\_\_ e. Others (please specify)

13. What course topics or symposiums would help you to be an effective child welfare worker?

14. Do you have any suggestion about the MSW curriculum that can help enhance your CWEP participation?

## Appendix II: CWEP Graduate Evaluation Questionnaire

### Part A. Child Welfare Education Project (CWEP) Graduate Evaluation Questions

Please rate item using the scale below:

SD = strongly disagree

D = disagree

U = undecided

A = agree

SA = strongly agree

NA = not applicable

	SD	D	U	A	SA	NA
1. I am satisfied with my salary/pay. Please Explain:						
2. I am satisfied with my employment benefits. Please Explain:						
3. I am satisfied with the mission of CWEP Please Explain:						
4. I intend to leave CPS within a year. Please Explain:						
5. I have made plans to get a job outside CPS before repayment of commitment. Please Explain:						
6. My caseload is manageable. Please Explain:						
7. I have made plans to get a job outside CPS after repayment of commitment. Please Explain:						
8. My paperwork load is manageable. Please Explain:						
9. I am satisfied with the promotion and career opportunities presented to me. Please Explain:						
10. I feel valued as a professional. Please Explain:						
11. I am provided with resources to do an adequate job. Please Explain:						
12. I am satisfied with the training opportunities offered to me. Please Explain:						
13. I am satisfied with my professional development. Please Explain:						

14. I am satisfied with my current job. Please Explain:						
15. My supervisor respects my knowledge, skills and experience. Please Explain:						
16. My co-worker(s) respect(s) my knowledge, skills, and experience. Please Explain:						
17. My responsibilities match my skills and ability. Please Explain:						
18. I am able to satisfy multiple demands of my job. Please Explain:						
19. My education prepared me to handle my job. Please Explain:						

20. What are the primary reasons that you stay at CPS?

21. What are some of the reasons why you would leave CPS?

22. What motivates you to work at CPS?

23. What other specific training would be helpful to you?

24. What is the single most helpful thing to you on your job?

**Part B. Demographic Information**

1. Gender:  Male  Female

2. Age: \_\_\_\_\_

3. Ethnicity

African American

Asian American

Caucasian

Hispanic

Other (please specify): \_\_\_\_\_

4. Degree(s): \_\_\_\_\_

5. Paid child welfare related experience (number of years): \_\_\_\_\_

6. Voluntary child welfare related experience (number of years): \_\_\_\_\_

7. What is/will be your concentration area at the GCSW?

a. Children and Families

b. Gerontological Social Work

c. Health Care

d. Mental Health

e. Political Social Work

f. Clinical Practice Track

g. Leadership Administration and Advocacy Track

8. Expected graduation date (i.e. MM/YYYY): \_\_\_\_\_

9. If you have completed repayment of your Title IV-E stipends, how many years and months has it been since you completed paying back the stipend?

Number of years \_\_\_\_\_

Number of months \_\_\_\_\_

10. Have you formally reported (provided documentation of) your attainment of the MSW degree to CPS?

\_\_\_\_\_ Yes \_\_\_\_\_ No, If not, why? \_\_\_\_\_

11. If you were employed at CPS prior to the CWEP program, what specific pay level did you begin your Title IV-E funded MSW education?

Yearly Pay \$ \_\_\_\_\_

CPS Pay Level (e.g., B10, B11, B12) \_\_\_\_\_

12. If you were employed at CPS prior to the CWEP program, what position did you begin your Title IV-E funded MSW education?

- |                                       |   |
|---------------------------------------|---|
| _____ CPS Investigator II             | _____ CPS Supervisor I                        |
| _____ CPS Investigator III            | _____ CPS Supervisor II                       |
| _____ CPS Investigator IV             | _____ Family Based CPS Specialist II          |
| _____ CPS Investigator V              | _____ Family Based CPS Specialist III         |
| _____ CPS Senior Investigator         | _____ Family Based CPS Specialist IV          |
| _____ CPS Investigative Supervisor I  | _____ Family Group Decision Making Specialist |
| _____ CPS Investigative Supervisor II | _____ Kinship Caregiver CPS Spec II           |
| _____ CPS Program Administrator       | _____ Kinship Caregiver CPS Spec III          |
| _____ CPS Program Director            | _____ Kinship Caregiver CPS Spec IV           |
| _____ CPS Specialist II               | _____ Program Specialist I                    |
| _____ CPS Specialist III              | _____ Program Specialist III                  |
| _____ CPS Specialist IV               | _____ Program Specialist IV                   |
| _____ CPS Specialist V                | _____ Program Specialist V                    |
| _____ Other (please specify): _____   |   |

13. What is your current specific pay level?

Yearly Pay \$ \_\_\_\_\_

CPS Pay Level (e.g., B10, B11, B12) \_\_\_\_\_

14. What is your current position?

- |                                       |   |
|---------------------------------------|---|
| _____ CPS Investigator II             | _____ CPS Supervisor I                        |
| _____ CPS Investigator III            | _____ CPS Supervisor II                       |
| _____ CPS Investigator IV             | _____ Family Based CPS Specialist II          |
| _____ CPS Investigator V              | _____ Family Based CPS Specialist III         |
| _____ CPS Senior Investigator         | _____ Family Based CPS Specialist IV          |
| _____ CPS Investigative Supervisor I  | _____ Family Group Decision Making Specialist |
| _____ CPS Investigative Supervisor II | _____ Kinship Caregiver CPS Spec II           |
| _____ CPS Program Administrator       | _____ Kinship Caregiver CPS Spec III          |
| _____ CPS Program Director            | _____ Kinship Caregiver CPS Spec IV           |
| _____ CPS Specialist II               | _____ Program Specialist I                    |
| _____ CPS Specialist III              | _____ Program Specialist III                  |
| _____ CPS Specialist IV               | _____ Program Specialist IV                   |
| _____ CPS Specialist V                | _____ Program Specialist V                    |

- \_\_\_\_\_ Other (please specify): \_\_\_\_\_
15. How long have you been with CPS?  
Number of years \_\_\_\_\_  
Number of months \_\_\_\_\_
16. Please feel free to share with us any additional comments you may want to add.
-

### Appendix III: CWEP Non-Completer Evaluation Questionnaire

**CPS employee:** Yes \_\_\_\_\_ No \_\_\_\_\_

1. Name: \_\_\_\_\_

2. Gender: Male \_\_\_ Female \_\_\_\_\_

3. Age: \_\_\_\_\_

4. Ethnicity: \_\_\_\_\_

5. Degree(s): \_\_\_\_\_

6. Child welfare related experience (years)? \_\_\_\_\_

7. Voluntary child welfare related experience (years)? \_\_\_\_\_

#### **Questions:**

1. What is/are the reason(s) you are leaving CWEP?
2. What do you like about the CWEP program?
3. What do you not like about the CWEP program?
4. What improvements are needed within CWEP?
5. What could have been done to prevent you from leaving CWEP?

## **Appendix IV: CWEP Staff Evaluation Questionnaire**

1. What were your expectations of the CWEP?
2. What is your impression of the CWEP thus far? Please explain.
3. What are the greatest strengths of the CWEP?
4. What are the obstacles facing the CWEP?
5. What are the CWEP specific areas of need?
6. What specific resources would you like to see introduced into the CWEP?
7. How effective have communications been between DFPS and CWEP administrators and staff?
8. Other comments?

## **Appendix V: DFPS Administrator Evaluation Questionnaire**

1. What is your role with regard to the CWEP?
2. How involved are you with the CWEP?
3. What were your expectations of the CWEP?
4. What is your impression of the CWEP thus far? Please explain.
5. What are the greatest strengths of the CWEP?
6. What are the obstacles facing the CWEP?
7. What are the CWEP's specific areas of need?
8. What specific resources would you like to see introduced within the CWEP?
9. How effective have communications been between TDFPS and CWEP administrators and staff?

## **Appendix VI: CWEP Field Instructor Evaluation Questionnaire**

1. How involved have you been with the CWEP student in your unit?
2. What impact has the CWEP student had on your unit?
3. What obstacles have you faced when working with a CWEP student?
4. What are the benefits of having a CWEP student working in your office?
5. Do you feel the “connection” between the GCSW and yourself, as a Field Instructor, is sufficient?
6. What additional resources do you need from CWEP to support you as a Field Instructor?