

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

CWEP NewsLine

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CWEP Student Spotlight

This month we are highlighting Kelli Guidry. Thanks Kelli!

How did you come to social work?

I became interested in the field of social work, particularly Child Protective Services, as a teenager. My family lived across the street from a foster family that had many children placed in their home. Over the years, I formed a close relationship with the family and the children who resided in the home. The family adopted three of the children and I remain in close contact with the family and children today.

What has been your favorite class?

My favorite class to date has been Supervision & Consultation. Primarily because of my current position as a supervisor in the field of child welfare. I feel that the knowledge, education and skills that I attained in the course will aid me in my abilities to be an effective leader. (continued on page 2)

CWEP SYMPOSIUM FRIDAY OCTOBER 7, 2005

Please mark your calendars for the CWEP Symposium on Friday, October 7, from 1-4 PM at the CPS Office/Murworth. This symposium is mandatory for all CWEP students. The topic is "Engaging Fathers in Services".

SELF COURSE TO BE OFFERED SPRING 2006

SOCW 7397 Self Evaluation of Life Foundations (SELF) (Elective for CWEP students only), taught by Trish Taylor and individually arranged with students. You may take this course, ***when offered***, at any point in your degree program as approved by your CWEP Student Advisor and Academic advisor. SELF is a self-discovery course, which helps students to integrate their personal and professional selves. "Integration" leads to improvement of relationship building skills, practice and cultural competencies and reduction of anxiety and burnout. The course focuses on self-care, personal bias, self-disclosure, self-awareness, and family of origin issues. The course is experiential in nature and includes small group and individual sessions with a licensed clinical social worker, videotaping, journaling, role-plays, and reading assignments. Trish researched this course for her dissertation. She has looked at a variety of aspects of SELF and discovered some significant findings. Due to her research, the good news is that the course will be offered in Spring 2006. ***Only 10 CWEP students will be able to take this course and we still have some spaces left.*** Please contact Trish immediately if you are interested (ptaylor2@mail.uh.edu or call her at 713-743-8081) to schedule a brief phone interview.

What's Inside

Student Spotlight 1
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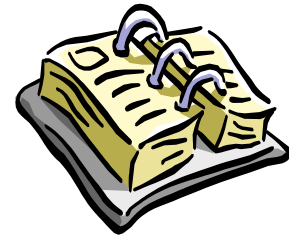
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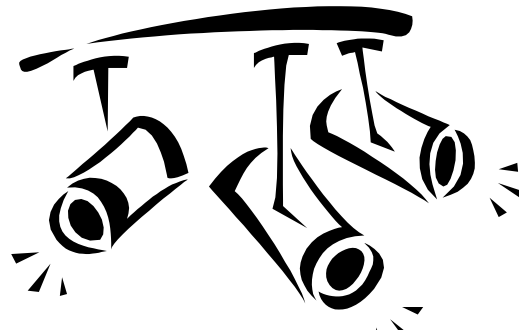
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CWEP FALL 2005 Calendar



Mark your
Calendars!

Monday, September 5	Labor Day Holiday
Saturday, September 10	Field Liability Insurance Forms Due
Saturday, September 10	Educational Contracts Due
Monday, September 19	Last day to drop a course or withdraw
Wed-Thursday, October 5-6	Brown Bag Informational meetings for Students Entering Field in Spring 2006-- see Field Office for more details
Friday, October 7	CWEP Symposium 1-4 PM at CPS Murworth
Saturday, October 29	Field Applications Due for Spring 2006



Student Spotlight Kelli Guidry continued from Page 1

What are your hobbies?

My hobbies include spending time with my family. I have 2 beautiful little boys, ages 2 & 4. Outside of working, studying and spending time with them, it is often difficult to find time to do anything else. However, I also enjoy reading and shopping, when time allows.

If you work for CPS, how long have you been there and what is your position?

I am in my 12th year with CPS and my current position is a Conservatorship unit. I am the supervisor for Orange, Hardin, Jasper and Newton Counties. I have been a supervisor for over 6 years and I also have experience as an investigator and as a foster home development & adoption worker.

Is there anything else you'd like to share with your fellow students about yourself?

The MSW program has been exciting and challenging. I commute 2 hours to attend the program, traveling from the Orange County area. Considering my current work demands, household responsibilities and travel distance, I feel that I am an example of "where there is a will, there is a way" motto. I encourage other CPS staff in my area to take the journey through the GSSW program. The will not be disappointed!

Thanks for giving me the opportunity to share!

NASW/TEXAS ANNUAL STATE CONFERENCE WILL BE HELD IN GALVESTON THIS YEAR!

“A Social Work Reunion”

November 10-12, 2005
Galveston Island Convention Center

Students can volunteer and receive a discount on their registration. Check the following link for details:

http://www.naswtx.org/Conferences/2005%20Conference.htm#50th_Anniversary_Celebration_-_Volunteers_Needed!

A New Book in the CWEP LIBRARY

BOOK REVIEW

In an unconventional critique of the child welfare system, titled *Child Welfare in the Legal Setting*, author T. M. O'Brien offers a critical and interpretive study of the legal system surrounding child welfare workers. The book explores issues of importance to child welfare advocates, including:

- The legal system as host setting
- The industrialization of child welfare
- Mandatory reporting requirements
- Priorities in a system in which unsubstantiated cases account for the majority of total referrals
- The increasing trend toward specialization

It is suggested that the social work role in child welfare is limited by its placement in the host setting of the legal system. This setting results in tensions and inherent conflicts that make enormous demands on child welfare workers and families. This depiction provides a creative framework for the discussion of the similarities and differences between the clinical and legal models of intervention.

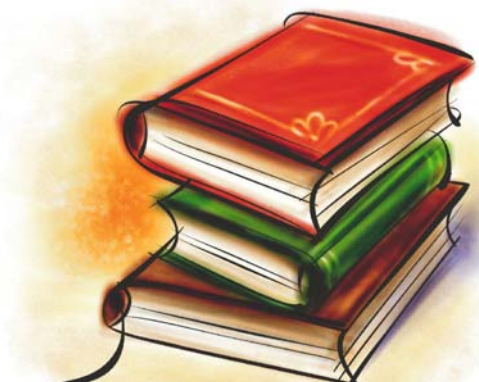
The book is designed to serve as a supplementary text in college or university classes or as a general work for the education of social workers in training centers. *Child Welfare in the Legal Setting: A Critical and Interpretive Perspective* is published by the Haworth Press, Inc.

Source: Children's Bureau Express <http://cbexpress.acf.hhs.gov/articles.cfm?section>

Get a head start on writing those research papers!

Check out the updated CWEP Library Catalog on our Website go to <http://www.uh.edu/ocp/cwep.htm>

and click on CWEP students and then library catalog. CWEP Students can check books out for 2 weeks.



QUICK TIPS

Signs of Emotional Abuse:

Not all child abuse is physical. Emotional abuse is one of the most common and harmful forms of child abuse. Making fun of a child, name calling, always finding fault, and showing no respect can damage a child's self-esteem.

The child ...

- may find it hard to make friends.
- may avoid doing things with other children and being places where he's expected to be loving.
- may tend to be pushy and hostile.
- might have a hard time learning, be overly active, or have problems such as bed-wetting or soiling.
- might act falsely grown up, having to care for adults or others far beyond what should be expected for the child's age.

When emotional abuse occurs often and over a long period of time, it can have a lifelong impact. It can affect a child's happiness, relationships and success.

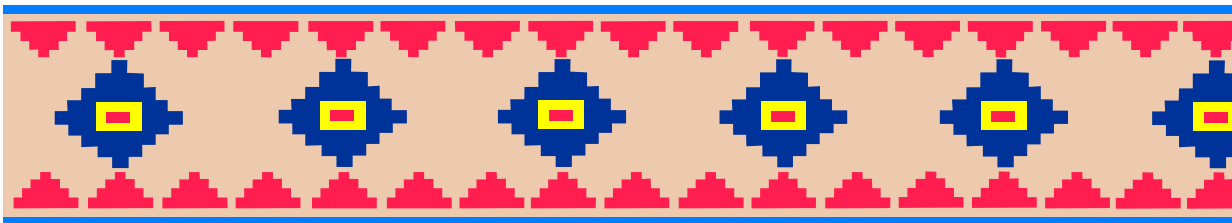
The child ...

- may become gloomy and depressed, unable to enjoy himself. He might do things that work against himself.
- could become self-destructive, injuring herself, or even attempting suicide.

As with other types of abuse, parents who were emotionally abused are most likely to emotionally abuse their own children. To stop abusing, they need to become aware of how they are treating their children. Often they do not know how damaging their behavior is. If they knew what they were doing and knew how much it hurt their child, they would probably want to stop it.

Adapted from *Caring for Your School-age Child: Ages 5 to 12*, ©American Academy of Pediatrics (Bantam, 1995).

Source: <http://www.aap.org/advocacy/childhealthmonth/abuse2.htm>



PSYCHOTROPIC MEDS AND CHILDREN IN THE CHILD WELFARE SYSTEM

The aim of this study was to estimate the point prevalence of psychotropic medication use, and to describe relationships between child-level characteristics, provider type, and medication use among children in the child welfare system. **METHODS:** The National Survey of Child and Adolescent Well-Being is the first nationally representative study of children coming into contact with the child welfare system. The researchers used data from its baseline and 12-month follow-up waves, and conducted weighted bivariate analyses on a sample of 3114 children and adolescents, 87% of whom were residing in-home. **RESULTS:** Overall, 13.5% of children in child welfare were taking psychotropic medications in 2001-2002. Older age, male gender, Caucasian race/ethnicity, history of physical abuse, public insurance, and borderline scores on the internalizing and externalizing subscales of the Child Behavior Checklist were associated with higher proportions of medication use. African-American and Latino ethnicities, and a history of neglect, were associated with lower proportions of medication use. **CONCLUSIONS:** These national estimates suggest that children in child welfare settings are receiving psychotropic medications at a rate between 2 and 3 times that of children treated in the community. This suggests a need to further understand the prescribing of psychotropic medications for child welfare children.

(Source: Raghavan R, Zima BT, Andersen RM, et al. Psychotropic medication use in a national probability sample of children in the child welfare system. J Child Adolesc Psychopharmacol 2005 Feb; 15(1):97-106.)



MORE RESOURCES HAVE YOU HEARD OF THE NATIONAL CENTER ON SUBSTANCE ABUSE AND CHILD WELFARE?

The **National Center on Substance Abuse and Child Welfare (NCSACW)** is an initiative of the Department of Health and Human Services and jointly funded by the Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Treatment (CSAT) and the Administration on Children, Youth and Families (ACYF), Children's Bureau's Office on Child Abuse and Neglect (OCAN).

NCSACW's goals are to develop and implement a comprehensive program of information gathering and dissemination, to provide technical assistance, and to develop knowledge that promotes effective practice, organizational, and system changes at the local, state, and national levels.

NCSACW's OFFERS FREE ONLINE CEUs Check it out!!!!

Understanding Child Welfare and the Dependency Court: A Guide for Substance Abuse Treatment Professionals.

Understanding Substance Abuse Treatment and Recovery: A Guide for Child Welfare Workers.

Go to: <http://www.ncsacw.samhsa.gov/tutorials/index.asp>