

## Field Education Learning Activities for Child Welfare Education Collaborative Students

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### Suggestions for all Child Welfare Students:

- Students are encouraged to share all course syllabi with Field Instructor (FI) each semester, highlighting assignments that may facilitate integration of classroom knowledge with experiential learning in the field placement.
- Students are encouraged to attend trainings offered by the [Child Welfare Education Collaborative](#) (CWEC) to further enhance learning about child welfare policy and practice.
- Students are encouraged to subscribe to [Children's Services Practice Notes](#) online journal for additional information on child welfare research and practice models in NC. Students should read and discuss contemporary child welfare issues with FI.
- Students may be completing their Pre-Service Training Transfer of Learning activities and should share and process these activities with their FI throughout the semester.
- Students and FI collaborate to create Learning Agreement, consulting with Field Advisor as needed to develop learning activities to address required Competencies and Practice Behaviors.

### Competency 1: Demonstrate Ethical and Professional Behavior

#### Sample Tasks:

- Review DSS agency policies and [NASW Code of Ethics](#) and analyze and articulate similarities and differences with FI.
- Review the [NASW Standards for Practice in Child Welfare](#) document and identify connections between agencies policies and ethical principles in field of child welfare.
- Review and utilize an [ethical decision making model](#) to analyze an ethical dilemma from work within the DSS agency. Present and process with FI.



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- Utilize weekly journal to record personal reactions to work with children, families, and the child welfare system.
- Discuss with FI issues of confidentiality in child welfare practice in all forms of communication, including electronic communication and social media.
- With FI, identify multiple reasons why case documentation is important in child welfare practice; describe time-frames in which documentation must occur, related to the worker's job function.
- Submit clear, concise documentation within policy or agency mandated time frames in order to record child safety concerns/responses and supporting documentation.
- View [videos on preparing for court testimony](#) from Family and Children's Resource Program's website. Discuss strategies outlined for demonstrating ethical and professional behavior in family court setting.
- Attend annual Court training offered by CWEC, and share with FI several strategies demonstrated by the training to effectively navigate court involvement as a social worker.

## **Competency 2: Engage Diversity and Difference in Practice**

### Sample Tasks:

- Identify the unique cultural composition of the county and clients served in the DSS agency.
- Discuss with FI different identities related to race, ethnicity, culture, gender identity and expression, sexual orientation, ability, religion, socioeconomic status (and other identities) and how policies within the agency may impact persons with different identities in dissimilar ways.
- Identify real life situations where marginalization, oppression, and discrimination occur within the child welfare system for clients and staff.
- Encourage reflection on student's own identities, beliefs, and lived experience. Discuss how one's own history and belief system impact work with children and families in child welfare settings.
- Complete regular journal entries on ways in which personal biases and values influence work with individuals and families in the child welfare system.
- Listen carefully and identify client concerns related to discrimination and respond appropriately. Process client concerns and student response with FI.



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- Complete online training titled [\*Learning to Support, Include, and Empower Lesbian, Gay, Bisexual, Trans\\*, and Questioning Youth in Substitute Care\*](#) from the Center for Family and Community Engagement. Discuss with FI how child welfare workers can understand and advocate for the needs of LGBTQ youth in care.
- Complete online training titled [\*A Resource Parent's Guide to Intellectual and Developmental Disabilities \(IDD\)\*](#) from the Center for Family and Community Engagement. Discuss with FI how child welfare workers can better understand and advocate for the needs of children and youth with Intellectual and Developmental Disabilities in the child welfare system.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

#### Sample Tasks:

- Identify an opportunity to advocate for a client who is negatively impacted by agency policies and/or procedures.
- Attend NASW-NC Advocacy Day (offered every 2 years) and meet with policy makers to advocate for issues impacting the clients served by the DSS agency.
- Identify current political, social, economic and environmental events and discuss with FI the effects on client systems served by the DSS agency.
- Help client families navigate the child welfare system by using transparent and open communication and clear explanations of how the system functions.
- Discuss with FI any implicit tensions between the rights of caregivers, needs of child clients, and the requirements of the DSS agency.
- With FI, consider and discuss possible actions that might reduce institutional discrimination within the agency and community; review potential consequences of such actions on caregivers, children, and the DSS agency.

### **Competency 4: Engage in Practice-informed Research and Research-Informed Practice**

#### Sample Tasks:

- Develop research questions that emerge in working with children, families, and the child welfare system. Discuss research questions with FI and complete a literature review to inform student's knowledge base.
- Identify best practice models used in the DSS agency, and discuss with FI how these practice models are chosen.



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- Identify a research article on child maltreatment contributing factors or impact. Share article with FI, and identify ways in which this connects with current practice in the agency.
- Complete the annual trauma training offered by CWEC. Discuss with FI ways in which the student sees the impact of trauma in children and families served by the agency.
- Review records to observe behavioral and emotional commonalities in children impacted by trauma; tie this to a research article on child trauma, and share this with FI.
- Complete online training titled [\*How Loss Impacts Youth in Foster Care: What is Our Role and Responsibility?\*](#) from the Center for Family and Community Engagement. Discuss with FI how research about loss can better inform agency policies and practice in working with youth in foster care.

### **Competency 5: Engage in Policy Practice**

#### Sample Tasks:

- Review the child welfare federal, state, and county level policies that affect various functional areas of child welfare. Discuss reactions with FI.
- Shadow a social worker during an interview. Discuss with FI the social work/child welfare laws, policies, and procedures that impacted the interview and outcome.
- Interview client families. During supervision, note which child welfare policies and procedures were relevant to the interview and the family's situation.
- Review a case record. Identify which family-centered principles were utilized by the social worker, and process with FI.
- Attend agency-level, county-level, or state-level meetings or trainings on child welfare policy in NC. Reflect on policy initiatives within the state to FI.
- Research current [NASW-NC policy initiatives](#) and connect with child welfare practice within the State.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

#### Sample Tasks:

- Interview FI and other agency social workers to gain an understanding of how the agency engages in family-centered practice.



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- Shadow a social worker during an interview. Identify specific family-centered and social work values and principles that the social worker demonstrated when engaging the client.
- View [videos on engagement](#) from Family and Children's Resource Program's website. Discuss engagement strategies outlined with FI and how these are applied in their practice experience.
- Engage client families to seek their involvement and input in the completion of Safety Assessments and Service Agreements. Engage families in substantive discussions about child well-being, safety and permanence. Identify to FI strategies used to encourage family engagement.
- Participate in a Child and Family Team Meeting. Document strategies used to engage team members throughout the meeting.
- Utilize tools, such as genograms and ecomaps, to assist families in engaging their support network. Present and critique with FI.
- Complete online training titled [Game Building as Engagement](#) from the Center for Family and Community Engagement. Discuss application of these engagement strategies with FI.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

#### Sample Tasks:

- Shadow social workers to learn effective techniques for assessing and describing situations of child maltreatment. Process these indicators with FI.
- Interview client families. During supervision, note and process strengths presented by the family members, as well as indicators of child maltreatment.
- Review a sample of CPS Intake reports; identify indicators of child maltreatment and formulate potential interview questions for children and their families.
- Observe the use of the global assessment SEEMAPS tool. Following interviews with families, complete the SEEMAPS tool and process findings with FI.
- Interview client families, accurately identifying to FI indicators of child maltreatment and possible safety risks.
- Complete Structured Decision Making Tools (Safety Assessment, Risk Assessment, Strengths and Needs Assessment, etc.). Review with FI completion of these tools and process similarities and differences in tool completion with FI.



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## **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

### Sample Tasks:

- Prepare a document summarizing factors contributing to maltreatment in the families visited by the student. Share this assessment with FI, and connect the factors identified with interventions chosen to reduce recurrence of maltreatment.
- While being observed by field instructor, conduct casework interviews, demonstrating a variety of interviewing techniques. Obtain feedback from FI.
- Conduct comprehensive family/investigative assessments. Note questions on areas of difficulty for student, and discuss with FI.
- Complete required tools for family/investigative assessments. Review with FI for accuracy.
- Develop service agreements, incorporating service delivery goals in conjunction with the family. Review with FI for accuracy.
- Incorporate use of SMART goals when developing service agreements.
- Identify and discuss common interventions in treating children affected by trauma.
- After discussing with FI, implement an evidence-based intervention within the scope of the DSS agency to address child and family needs.
- View [videos on visitation](#) from Family and Children's Resource Program's website. Discuss strategies for supervising visitation outlined with FI and how these are applied in their practice experience.

## **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

### Sample Tasks:

- Discuss with FI federal, state, and county structures in place for evaluating practice within child welfare agencies.
- Meet with the individual/department responsible for quality improvement within the DSS agency. Discuss the agency's mechanisms for evaluating practice and outcomes for families.
- Review a case file, noting how Structured Decision Making Tools were used to evaluate risk and safety factors as well as family strengths and needs throughout the life of the case. Review evaluation findings with FI.



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- After developing case plans with families, review with client families the selected goals and strategies; ask clients for direct feedback on satisfaction with interventions and results.
- Attend a coalition meeting within the community aimed at evaluating and improving services for children and families; report to FI the tools used by the community to evaluate the needs of children and families

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