

# Child Welfare Education Project: CWEP NewsLine

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## Content:

**National Adoption Month...P.2**  
**Director's Corner...P.3**  
**Announcements ...P.4-5**  
**Staff Tips ...P.6**  
**Practice Corner...P.7-8**  
**Alumni Spotlight ...P. 9**  
**Student Spotlight ...P.10**  
**Staff Spotlight ...P.11**  
**CWEP Calendar...P.12-14**

UNIVERSITY of **HOUSTON**  
GRADUATE COLLEGE of SOCIAL WORK

# National Adoption Month

## Theme of 2018:

**IN THEIR OWN WORDS: LIFTING UP YOUTH VOICE**

Teenagers are less likely to be adopted because of their age, and they are more likely to age out of foster care without stable family support. National adoption month of 2018 provides resources and strategies to help youth share their voice and perspective effectively in formal and informal ways. Hearing stories of youth in foster care system can educate communities and even impact on child welfare and policies and process.



## What is National Adoption Month?

National Adoption Month is an initiative of the Children's Bureau with a goal to increase national awareness and bring attention to the need for permanent families for children and youth in the U.S. foster care system

## History of National Adoption Month

For over two decades, National Adoption Month has been promoted and celebrated every November in communities across the country. Many national, State, and local agencies as well as foster, kinship care, and adoptive family groups will help spread the word through programs, events, and activities that help raise awareness for thousands of children and youth in foster care who are waiting for permanent, loving families.

**1976:**

Massachusetts Governor Michael Dukakis announced an Adoption Week to promote awareness of the need for adoptive families for Children in foster care.

**1995:**

President Clinton expanded the awareness week to the entire month of November.

**1995:**

President Bush provides an explanation of National Adoption Month in Spanish.

**1984:**

President Reagan proclaimed the first National Adoption Week.

**1998:**

President Clinton directed the Department of Health and Human Services (HHS) to develop a plan to expand the use of the internet as a tool to find homes for children waiting to be adopted from foster care.

# Director's Corner

## Families First Prevention Services Act

The Families First Prevention Services Act became a law earlier this year. It was designed to reform title IV-E and Title IV-B of the Social Security Act. Changes will be made regarding the structure of federal child welfare finance. Its goal is to keep families together.

Services will be offered to at-risk families who may enter the child welfare system while at the same time providing stability for children and youth. Mental health services, substance use treatment and parenting skills will be offered for parents and relatives in an effort to prevent the children from entering foster care. It will also improve services as necessary to provide for children who are already in foster care. It will ultimately reduce placement of children who are in congregate care. Relatives and kinship caregivers will receive much needed support and guidance.

More details to follow as to how this will be implemented in Texas.



**Arnitia Walker**  
**CWEP Director**



# Announcements



Phoenix Casey was born on July 9, 2018 at 10:53am weighing 6 pounds 5 ounces & 19.5 inches long. Her birth and being her father have blessed me 10 times over & brought me pure joy and happiness!

Phoenix Casey &  
Jamayne Carter-Casey



CWEP student Cari Schroeder recently became the Region 6B Education Specialist for DFPS.

Cari Schroeder

# Announcements

## Family First Prevention Services Act (FFPSA)



The President signed the Bipartisan Budget Act of 2018, Public Law (P.L.) 115- 123 into law on February 9, 2018. P.L. 115-123 includes the Family First Prevention Services Act (FFPSA) in Division E, Title VII.

FFPSA amends the title IV-B, subparts 1 and 2 programs to reauthorize and make other revisions, the title IV-E foster care program to create new optional prevention funding under title IV-E, place title IV-E payment limits on child care institutions, reauthorize the Adoption Incentives Program, and other changes. More information can be found at

<https://www.acf.hhs.gov/sites/default/files/cb/im1802.pdf>

# Staff Tips

## Advising Tips:

- PRINT OUT YOUR CURRENT DEGREE PLAN
- BE AWARE OF DEADLINES
- BE MINDFUL OF OTHERS TIME
- CREATE A TICKLER SYSTEM FOR UPCOMING EVENTS AND REGISTRATIONS



## Field Placement Tips:

- TREAT IT LIKE A REAL JOB
- ASK QUESTIONS
- FIND A MENTOR
- PUSH YOURSELF
- NETWORK



# Practice Corner

## Practice Corner Brief-Targeted Interventions Do's and Don'ts Dr. Monit Cheung, PhD, LCSW (©2018; Updated 12/6/2018)

DO	DON'T
Ensure safety and confidentiality (physical and emotional) and encourage sharing feelings; Start with "I feel/wish"	Don't start with telling your client what you know about the situation
Encourage the client to do a relaxation exercise with you (e.g. standing up and sitting down, square breathing)	Don't take an obvious deep breath to relax yourself without doing it together with the client
Focus on strengths and positives	Don't ignore negative feelings
Pay attention to "key word(s)" and ask clarifying questions (e.g., possibly, maybe, not sure, negative, bad)	Don't interpret but make a clinical hypothesis only in your mind and verify it
Use 4W1H (Who, When, Where, What and How) questions to help clients process choices and solutions	Don't ask why questions without a clinical intent (convert all why questions into 4W1H's)
Analyze alternatives with client's input	Don't give false hope; Don't promise "It's gonna be okay"
Be empathic, process major keywords and then redirect the client to think more of the bright, positive side Repeat only briefly for the purpose of reflection	Don't recite client's negative experiences (if they have those negative feelings so strongly already) Don't jump into conclusion without validating
Explore client's past issues by listening and notice nonverbals	Don't assume pathology Don't blame
Yield to the client when the client tries to say something (even in the middle of your statement)	Don't interrupt the client unintentionally Don't tell client's to stop crying
Provide options (e.g. "You may close or open your eyes when you are thinking about the following situations")	Don't force the client to do anything that is new; instead, check with the client, e.g. "Are you ready to try something to process this feeling (or examine the various choices)?"
Debrief feelings and thoughts after a therapeutic exercise	Don't let the client feel unfinished after completing a therapeutic exercise
Summarize client's statement in brief phrases, adjectives or words instead of repeating the same as what's said	Don't talk too much Don't ask long questions
Guide the client to move to the next stage when needed (e.g., ask for an example that has worked in the past)	Don't judge the family even when the client is complaining one or more of the family members

# Practice Corner



DO	DON'T
Check client's projection (e.g., "When you said your mother... I would like you to repeat this same statement, but this time replacing your mother to "I" or "me" and see how it may feel.")	Don't use own projection (e.g. don't say, "Not that I don't trust you, but...") Don't use "but" in between two contrasting statements without a good rationale
Respect client's decision and analyze alternatives	Don't side with the client if the decision is not ethical (instead guiding the client to other alternatives)
Use an "empty chair" exercise to help clients process unresolved issues and process pros/cons, before/after etc.	Don't say "I'm going to use a technique on you" Don't assume your technique will work every time; when it doesn't work, redirect but don't apologize (e.g. Let's try something different and compare...)
Be affirmative when facilitating (start with a verb, such as " <u>Look at</u> yourself..." " <u>Mark on</u> this list..." " <u>Think of</u> a time..." " <u>Read</u> this louder..." "Say it again")	Don't blame Don't say "I understand" without truly understanding the situation
Use imagery only when client is ready and willing (and if it is culturally relevant and gender sensitive)	Don't plant unnecessary images into client's mind unless the words used were initiated by the client
Use "I" to show empathy Use "You" to show understanding	Don't use "I" when it sounds like a judgment Don't use "You" when it sounds accusing
Process transference with a positive tune	Don't take client's transference personally
Ask client to repeat "powerful words" to facilitate the empowerment process Determine what's good for the client, and use praises or disagreement depending on the situation	Don't use long statements or two-part questions ("Can you tell me what has happened to you?" can be replaced by "What happened?") Don't support decisions with a negative consequence
Encourage client to complete a homework exercise after gaining insight from this session and suggest to check on outcome (such as using a checklist)	Don't assign complicated tasks that are not measureable or obtainable
Use a miracle or scaling question that aims to help the client think about solutions (influences, differences, etc.)	Don't use a miracle question if it is not realistic Don't make the scale too complex; simple is better
Use various minimal encouragers (including silence)	Don't overuse certain encouragers, e.g. "ok"
End with a positive note	Don't let the client go if feeling unsafe

# Alumni Spotlight

## Evelyn H. Jacobs

### 1. What is your current job position?

Community Initiative Specialist /Volunteer Coordinator for Region6B which include the following counties (Fort Bend, Wharton, Matagorda, Brazoria, Galveston, Austin, Waller, Colorado, Walker, Montgomery, Liberty and Chambers.) I am responsible for giving presentations on working with and understanding the Role of Children's Protective Services to varies community groups, medical students, attorneys, educators (elementary through college) and everyday layman throughout the Region. I manage incoming donations and subsequent distribution of donated items. I recruit volunteers for varies assistance needed within the region. I assist with the placement of interns and workforce applicants. I submit background information on volunteers and interns. I process, recruit and response to volunteer inquiries, placements and Child Welfare Board members. I am the liaison to the Texas Family Violence Council, Community Resource Coordination Group, Parent Child Group and various community partner groups. I work closely with the emergency resource room/Rainbow Rooms.



**Evelyn H. Jacobs,  
MSW, LMSW  
CIS/Volunteers Coord**

### 2. How did CWEP or your MSW program prepare you for your job?

I have worked in numerous position for CPS since February 1985 prior to entering the CWEP program. I travel to Hong Kong and China while in CWEP. It was one of my life time adventures and opened my eyes to the world's diversity. Traveling abroad is an experience I will forever cherish. My communication and writing style were enhanced and I became more versatile in my interactions with others.

### 3. Tell us about your achievements in your work.

After receiving my MSW several opportunities opened up. I was promoted to Program Director over On the Job Training, Program Director over Family Based Safety services, Program Director over Investigation and CPS Permanency Practitioner. These opportunities allowed me to provide the type of services to clients that help to maintain their dignity and self-worth in spite of their current situation while working through Children's protective services.

### 4. What advice do you have for our current CWEP students?

Make the most of this wonderful opportunity that has been given to you, then go out and share all you have learned to make the world a better place for all of us.

# Student Spotlight: Juliet London

- **What is your current job position?**

CPS Kinship Specialist IV

- **What motivated you to join the MSW program?**

I am a lifelong learner who believes that continued learning is the key to opening communications across all boundaries; thereby, opening a bridge to resolving conflicts. One way to accomplish this massive task is to get to know the customs and cultures of others. This program has provided the pathway by which this can be accomplished.

- **Tell us about your achievements in Child Welfare?**

My greatest achievements are seeing the children that I protected become reunited with family or relatives, or those not fortunate to have any close relatives, get adopted by a loving family, as they continue to thrive into a future filled with safety, acceptance, and success.

I am always emotional whenever I hear or see a child that I worked for relate his/her happiness that he/she is back with family. Or, whenever I am invited to an adoption consummation, or I receive a picture of a child getting adopted, whom was once on my caseload. The looks on their faces are more rewarding than any individual achievement could ever be!

- **Other comments?**

I am very thankful and Blessed to be involved in the CWEP program at UHGCSW. I believe that this degree will be an apex to my continued contributions to my community, my society, and the people of Texas, whom I serve. I am very fortunate that I was one of the lucky ones chosen to be a part of this journey and I look forward to my continued service with CPS.



**Juliet London**  
CPS Kinship Specialist IV



# Staff Spotlight



**Lindamarie Olson**  
**CWEP RA**

**1. What is your current position with CPS/CWEP? How long have you been working in this position? What prior experience(s) did you bring with you to this position?**

I have been a research assistant with CWEP for the past year and a half. I assist in both administrative tasks and research projects for the team. Prior to joining CWEP as an RA, I had field experience at a Child Advocacy Center and a residential treatment center.

**2. What have been the greatest rewards working with CWEP?**

The greatest reward working with CWEP is seeing the impact of our research play out in policy and practice. Getting to play a role in the research project that caused the salary increase through DFPS was significant as I got to see firsthand how our research is affecting the agency and in turn, the children and families that are being served.

**3. What advice do you have for our CWEP students?**

I would encourage CWEP students to be intentional and to remember the mission of the work they are doing. It is easy to get caught up in the daily tasks but remember to take a step back and see the big picture behind all you do.

# CWEP Calendar

## UNIVERSITY of HOUSTON GRADUATE COLLEGE of SOCIAL WORK

### CWEP CALENDAR 2018-2019 (Subject to Change)

#### **FALL 2018 SEMESTER**

#### **JULY**

31<sup>st</sup>

CWEP FALL 2018 Student Orientation  
(9am – noon)

#### **AUGUST**

3<sup>rd</sup>

Field II & IV Meeting with Field Instructor  
(10am – CPS office in Pearland)

11<sup>th</sup>

GCSW Alumni Annual Meeting  
(9 – 1pm) UH Alumni Building

16<sup>th</sup>

GCSW New Student Reception  
(12 – 1pm)

16<sup>th</sup> – 17<sup>th</sup>

SOCW 6201 (all incoming students, except online)

20<sup>th</sup>

First Day of Fall Semester

#### **SEPTEMBER**

3<sup>rd</sup>

University Holiday: Labor Day

4<sup>th</sup>

F2F Foundation Cohorts start Field Practicum I

12<sup>th</sup>

F2F Fall 2018 Foundation Mandatory Field Orientation  
(4:30-6:00pm, location TBD)

29<sup>th</sup>

**FIELD FORMS DUE**  
**(Contracting Phase)**

#### **OCTOBER**

5<sup>th</sup>

CWEP Symposium - Normalcy/Cultural Diversity CE Class  
(9 – 12) CPS Chimney Rock - Houston

29<sup>th</sup>

Last Day to submit agency information for students who live  
outside the Greater Houston area **(for Spring 2019)**

#### **NOVEMBER**

1<sup>st</sup>

Last Day to Drop a Course

2 <sup>nd</sup>	Brown Bag (12 – 1 pm) Time and Place TBA
14 <sup>th</sup>	Online Fall 2018 Mandatory Field Orientation (Zoom Meeting; 6:00-8:00pm)
15 <sup>th</sup>	Hybrid Fall 2018 Mandatory Field Orientation (Zoom Meeting; 6:00-8:00pm)
21 <sup>st</sup> – 24 <sup>th</sup>	University Holiday: Thanksgiving
26 <sup>th</sup>	Last Day to start Agency Affiliation process for SPRING Semester start

**DECEMBER**

1 <sup>st</sup>	<b><u>FIELD FORMS DUE</u></b> <b>(Evaluation Phase)</b>
12 <sup>th</sup>	Close of Semester

**SPRING 2019 SEMESTER****JANUARY**

8 <sup>th</sup>	Spring Field III & IV student orientation (10am – noon @ Pearland CPS office)
14 <sup>th</sup>	First Day of Spring Semester
21 <sup>st</sup>	MLK Holiday
23 <sup>rd</sup>	Field FaceTime: Open Meeting (Zoom Meeting, 4:30-5:30pm)
25 <sup>th</sup>	Brown Bag (12 – 1 pm) Time and Place TBA

**FEBRUARY**

9 <sup>th</sup>	<b><u>FIELD FORMS DUE</u></b> <b>(Contracting Phase)</b>
15 <sup>th</sup>	CWEP Symposium - Ethics (9am – 12), location TBA
22 <sup>nd</sup>	<b><u>FIELD AGENCY MARKETPLACE: Practicum Fair</u></b> (Inside Greater Houston Students) (10 AM – 2 PM Student Center South, UH Main Campus)

**March**

11 <sup>th</sup> – 16 <sup>th</sup>	Spring Break
<b>APRIL</b>	
3 <sup>rd</sup> _	<b><u>MARKETPLACE PREFERENCE FORMS DUE</u></b>
15 <sup>th</sup>	Last Day to submit agency information for students who live outside the Greater Houston area <b>(for Summer/Fall)</b>
29 <sup>th</sup>	Last Day to start Affiliation Agreement process for Summer/Fall 2018 start
<b>MAY</b>	
2 <sup>nd</sup>	<b>CELEBRATING CWEP (Rockwell Pavilion in MD Anderson Library) 6 – 8 pm</b>
4 <sup>th</sup>	<b><u>FIELD FORMS DUE</u></b> <b>(Evaluation Phase)</b>
9 <sup>th</sup>	Official Close of the Semester
27 <sup>th</sup>	<b>MEMORIAL DAY HOLIDAY</b>
TBA	Title IV-E Conference

### **SUMMER 2019 SEMESTER**

<b>JUNE</b>	
1 <sup>st</sup>	<b>CWEP Application Deadline</b>
3 <sup>rd</sup>	First Day of Summer Semester
12 <sup>th</sup>	Field FaceTime: Open Meeting (Zoom Meeting, 4:30-5:30pm)
15 <sup>th</sup>	<b><u>FIELD FORMS DUE</u></b> <b>(Contracting Phase)</b>
<b>JULY</b>	
4 <sup>th</sup>	University Holiday: Independence Day
<b>AUGUST</b>	
3 <sup>rd</sup> _	<b><u>FIELD FORMS DUE</u></b> <b>(Evaluation Phase)</b>
9 <sup>th</sup>	Official Close of the Semester

#### **Additional Information:**

\*All Field Forms are due in Internship Placement Tracking (IPT) by 11:59 PM on date specified.

\*Liability Insurance and Safety in Practicum forms are due during first semester of Field Practicum and included in Contracting Phase due date.

\*CWEP student advising dates – TBD.