

Child Welfare Education Project: CWEP NewsLine

February 2018
Volume 22 Issue 4

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January: Human Trafficking Month

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Children involved with child welfare are at heightened risk of becoming victims of sex and labor trafficking. The National Center for Missing & Exploited Children (NCMEC) reports that during 2016, 86 percent of child sex trafficking victims reported to NCMEC were in the care of social services or foster care when they went missing.

Human Trafficking and Child Welfare: A Guide for Child Welfare Agencies explores how child welfare agencies can support victimized children and youth as well as prevent victimization of those most at risk for future exploitation.

Link:
<https://www.childwelfare.gov/pubs/trafficking-agencies/>

Human Trafficking and Child Welfare: A Guide for Caseworkers provides background information for caseworkers, specific strategies they can use in identifying and supporting victims, and tools and resources that will help them in this work.

Link:
<https://www.childwelfare.gov/pubs/trafficking-caseworkers/>

Gateway's suite of trafficking-related resources:

A human trafficking web section looks at the intersection of human trafficking and child welfare.

Link:
<https://www.childwelfare.gov/topics/system-wide/trafficking/>

A podcast that explores a Children's Bureau grantee project involving over 10 government and community agencies in a collaborative approach to identifying minors who are, or who are at risk of becoming, victims of human trafficking.

Link:
<https://www.acf.hhs.gov/cb/resource/child-welfare-podcast-interagency-collaboration>

The National Human Trafficking Hotline is operated 24/7, 365 days a year to serve victims and survivors of trafficking.

Call 1-888-373-7888 (TTY: 711)

Text 233733

Live Chat: <https://humantraffickinghotline.org>

April: National Child Abuse Prevention Month

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APRIL IS NATIONAL CHILD ABUSE PREVENTION MONTH

Strong, nurturing communities that are supportive of families can get involved and play a role in preventing child abuse and neglect and promoting child and family well-being.



National Child Abuse Prevention Month recognizes the importance of families and communities working together to prevent child abuse and neglect and promotes the social and emotional well-being of children and families. During the month of April and throughout the year, communities are encouraged to increase awareness and provide education and support to families through resources and strategies to prevent child abuse and neglect. Each year, the White House and many states issue proclamations to raise awareness and to encourage communities to take steps to improve the well-being of children.

Learn more about the timeline which includes significant moments in child abuse prevention in the United States:

<https://www.childwelfare.gov/topics/preventing/preventionmonth/about/timeline/>

Resources for supporting service providers in their work with parents, caregivers, and their children to prevent child abuse and neglect and promote child and family well-being:

<https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/>

Director's Corner

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Safety, Well Being and Permanency have been identified as desired outcomes in a CPS case. Although all three are critical, permanency is of the utmost importance for children in out of home placements. It is the responsibility of the CPS professional to ensure that all children that come into contact with the agency have a sense of permanency.

Children who enter the foster care system are considered to be very vulnerable. There are many uncertainties in their lives including the fact that they may never return to their biological family or that they could linger in the foster care system much longer than anticipated. They require extra monitoring and support from the Child Protective Services organization. They must feel confident that the agency who is now seen as their legal guardian can provide not only a stable environment, but a promising future in a forever home.

Research shows that without a sense of stability, foster children are at risk of becoming homeless, having criminal involvement, inadequate or no education, struggling with addiction and mental health issues as well as high unemployment rates. These negative outcomes prevent this population from becoming productive citizens in tomorrow's society.

As Child Protective workers, we must ensure that all casework services are geared towards what is in the best interest for the children and families that we serve so that they can achieve permanency in a timely manner and live life successfully.



**Arnitia Walker
CWEP Director**

Announcements & Staff Tips

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2018 National IV-E Roundtable For Child Welfare Training and Education

This year's program will focus on both the fiscal and programmatic aspects of public, tribal, and university child welfare training and education partnerships. It will provide specific tracks for certain interest groups, including hands-on work sessions for state and university fiscal administrators, to agency or university program leadership, and to those designing educational or training programming.

There will be opportunities for peer to peer learning across jurisdictions and we encourage you to come as a team from your jurisdiction, bringing program and fiscal leadership from university and agency partners so that you may learn together.

Date: Tuesday, May 22, 2018 – Thursday, May 24, 2018

Host: Portland State University

Details and Registration:

<https://www.eiseverywhere.com/ehome/287583/626413/>

Child Welfare Information Gateway Podcast Series on Workforce

The Child Welfare Information Gateway has announced a four-part series on workforce that gives listeners an opportunity to hear about how addressing your workforce can positively impact challenges facing child welfare agencies.

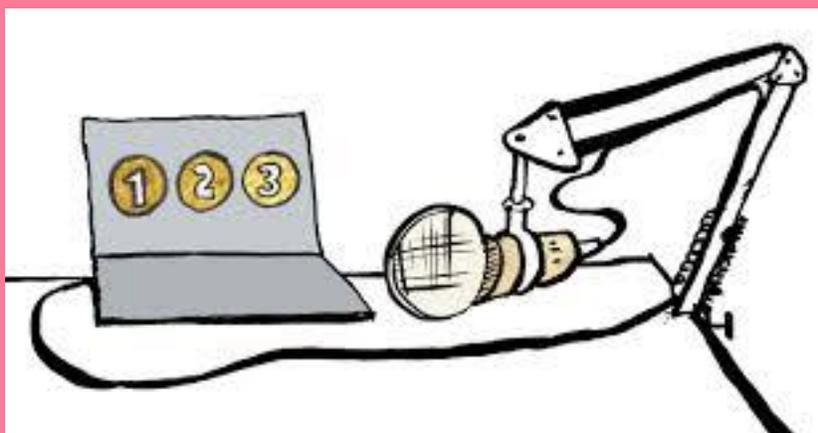
Previous Recorded Podcast Episode:

Workforce Part 1 – The Workforce Development Framework:

<https://www.acf.hhs.gov/cb/resource/child-welfare-podcast-workforce-part1>

Workforce Part 2 – A State’s Approach to Change

<https://www.acf.hhs.gov/cb/resource/child-welfare-podcast-workforce-part2>



The Center for Mind-Body Medicine (CMBM) Webinars Series



Fighting Fire with Fire

Transforming How We Understand and Treat Burnout

Presented by James S. Gordon, MD

Recorded Webinar:

https://cmbm.org/webinar/fight-fire-with-fire/?utm_source=Center+for+Mind-Body+Medicine+Newsletter&utm_campaign=241a1ef7f2-20180117_webinar&utm_medium=email&utm_term=0_3923c18202-241a1ef7f2-101457873

Develop Your Own Inclusive Language Guide

As you and your teams make efforts to dismantle racial inequities in your agencies and programs, we encourage you to pay attention to the language that you use. These tools and resources can help to guide your efforts:

- ◆ **A Progressive's Style Guide**
(https://s3.amazonaws.com/s3.sumofus.org/images/SUMOFUS_PROGRESSIVE-STYLEGUIDE.pdf)
- ◆ **Bias-Free language Guide**
(<https://www.girardatlarge.com/wp-content/uploads/2015/07/Bias-Free-Language-Guide-Inclusive-Excellence-073015.pdf>)
- ◆ **Building An Effective Tribal-State Child Welfare Partnership Glossary**
(<http://collaboration.tribalinformationexchange.org/glossary/>)
- ◆ **Defusing Hate: A Strategic Communication Guide to Counteract Dangerous Speech**
(http://ncwwi.org/files/Cultural_Responsiveness_Disproportionality/Defusing_Hate_A_Strategic_Communication_Guide.pdf)
- ◆ **GLADD Media Reference Guide**
(<http://www.glaad.org/sites/default/files/GLAAD-Media-Reference-Guide-Tenth-Edition.pdf>)
- ◆ **Racial Equity Glossary of Terms**
(<https://www.cssp.org/about/race-equity/GLOSSARY-OF-TERMS.pdf>)
- ◆ **Use of Singular They in Academic Writing and Communications**
(https://brownschool.wustl.edu/About/Documents/Web_Use%20of%20Singular%20They%20in%20Academic%20Writing%20and%20Communications.pdf)



Upcoming Training

Topic: Identifying and Responding to Fetal Alcohol Spectrum Disorders in Children (3 CEU's)

Date: April 16, 2018

Time: 9:00am to Noon

**Location: CPS – 2525 Murworth, Houston, Texas
(Free Parking)**

Online Registration: <https://ssl.uh.edu/gcsw-events/>



Staff Tips

Advising Tips:

Please contact your GCSW advisor for guidance and CWEP support will be provided by Arnitia Walker – CWEP Director.

From Arnitia Walker

Field Placement Tips:

- 1. Try to be someone you would want to work with.**
- 2. Making mistakes along the way, as embarrassing as they may be, are also invaluable lessons.**
- 3. Mindset is a powerful thing, tap into yours.**

From Vanessa Shippard

Student Spotlight:



**Melissa Egland
CWEP Student**

I am a Conservatorship Supervisor with Children's Protective Services. I have been with the Agency for almost 6 years now. I really wanted to join the MSW program in order to obtain more knowledge and skills in the areas of assessing and evaluating clients' needs in order to help them more effectively. I enjoy my job in conservatorship as we help to guide cases to permanency.

I would like to eventually work in a school district as a school social worker. I really enjoy working with our youth and would like to work with them in another aspect.

Alumni Spotlight:

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Jamie Taylor
CWEP Alumna

1. What is your current job position?

Conservatorship CPS Specialist IV in Brazoria County.

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

It gave me flexibility to not only do my job, but my classwork sufficiently. CWEP and MSW program has helped me evaluate my ability to engage in effective social work practice at this point in my professional career. It helped me use critical thinking and ethical decision making to achieve the ideal results from my clients. I've learned from class and CWEP to build on the foundation that every individual has equal worth and individual rights to self-determination. I am able to utilize motivational interviewing skills when speaking to clients. I have the ability to document pertinent information regarding cases in a timely matter. I am capable of developing treatment and service plans for all clients. I am capable of assessing cases and examining the needs of each client. I have developed professionalism when dealing with all CPS staff and providers.

3. Tell us about your achievements in your work.

I'm able to develop trust-based relationships with children, youth, families and safety networks to drive positive change. I'm able to gather and analyze information to make informed judgments about harm, danger, and risk that will determine child safety, well-being, and permanency. I empower clients to make appropriate decisions for them when appropriate. I refrain from behaviors that risk harming my clients. I understand that all clients are entitled to services regardless of their race, ethnicity, religion, sexual orientation, disability/ability status, sex, age and culture. I honor the value of being honest with all clients and maintaining confidentiality. I adhere to the five core values of social work: service, social justice, dignity, integrity and competence.

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

My advice to current CWEP students is to embrace the opportunity to further your mind, awareness, professionalism and most importantly education. Build relationships within the program, classmates, MSW/CWEP staff and professors because they will be your support system moving forward. Every semester is challenging and different, but the outcome is far more worth any craziness you may feel within that semester. Most importantly, always take time out for SELF-CARE. You Got This!

Staff Spotlight

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**Tim Lo
CWEP RA**

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 am currently working as a Graduate Research Assistant for CWEP, a position I have had for about a year and a half now. Prior to working in this position, I volunteered in suicide prevention hotline service and an outreach team in a youth center in Hong Kong, taught English in an elementary school in Nepal, and interned in a social enterprise, Eighteen Chef, in Singapore.

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

I am able to apply the knowledge I learned in classes. For example, I edit students' case practice videos. I identify the counseling and therapeutic skills they used and trim the video clips which helps me to master the skills. In addition, it's my honor to work with Dr. Cheung, Dr. Leung and all CWEP colleagues as they have the passion to contribute to the children welfare.

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

Take a deep breath and take care of ourselves. It can be exhausting to work in the field of social work. When we do self-care regularly, we are able to provide quality and sustainable services to our clients.

CWEP Calendar

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UNIVERSITY OF HOUSTON
GRADUATE COLLEGE OF SOCIAL WORK
CHILD WELFARE EDUCATION PROJECT
http://www.sw.uh.edu/socialwork/New_research/cwep
(Updated 1/25/18; Subject to Change)

CWEP Calendar of Events

Fall 2017 * Spring 2018 * Summer 2018

July

31st

- CWEP Fall 2017 fall Stipend Student Meeting @ CPS Murworth, D36B from 9AM-1 PM

August

1st

Field III & IV CWEP Student Meeting with Field Instructor (CPS Pearland Office) 1 PM

16th

- GCSW New Student Reception (GCSW building) from 4:30 PM- 7 PM

17th & 18th

- **Classes begin for Foundation Students in the New Curriculum**

21st

- **Classes and Field Instruction begins for continuing students**

September

4th

- **LABOR DAY HOLIDAY**

5th

-Field Instruction Begins for Full-Time Foundation Students

9th

- Field Orientation for Full-Time Foundation Students #1 AH Rm. 104 from 9AM – 11 AM

11th

- Field Liability Insurance Forms Due

11th

- Field Educational Contracts Due (Continuing Students only)

22nd

- Substance Abuse CE Training @ CPS Murworth office from 8:45 AM-11:45 AM

23rd

- Field Educational Contracts Due (Foundation Students only)

30th

- Deadline: Fall 2017 graduation application (Cost: \$25 / Late fee \$50)

October

TBA

- CWEP Symposium

8th

- Field Orientation for Weekend Students (Sugarland Campus) from 11:45 AM – 1:45 PM

15th

- Field Orientation for Part-Time Foundation Students (Rm. TBA) from 11 Am – 1 PM

25th – 27th

- CWEP Student Advising for Spring 2018 (Murworth Office in Rm. B22)

November

3rd

- Brown Bag at CPS (Murworth Office in Rm. B22) from 12 – 1 PM

11th

- Field Integrative Papers Due for FP IV Students

22nd - 25th

- **THANKSGIVING HOLIDAY**

December

2nd

- Last Class Day of Fall Semester: Field Evaluations Due

5th-13th

- Final Examination Period

13th

- Close of fall semester

25th - Jan. 2nd

- **WINTER BREAK (Dec. 25th - Jan. 2nd)**

SPRING 2018

January

15th

- **MARTIN LUTHER KING, JR. HOLIDAY**

16th

- **Classes Begin for Spring Semester**

Field Instruction Begins for FP II & Foundation WC/PT Students

26th

- Brown Bag at CPS (Murworth Office) from 12 – 1 PM in RM #B60

February

10th

- Educational Contracts Due for all Students

23rd

- Field Agency Marketplace ((For the Inside Houston Area students)

March

- 2nd - Field Applications Due for Summer & Fall 2018 Placements
 12th - 17th - **SPRING BREAK HOLIDAYS**
 28th - 30th - CWEP Student Advising for Summer/Fall 2018 ([Murworth Office](#))

April

- 6th - Field Integrative Papers Due for FP IV Students
 6th - Preference Forms Due for Concentration Year Summer & Fall 2018 Placements Due
 11th - CELEBRATING CWEP (Rockwell Pavilion in MD Anderson Library) from 6 – 8 PM
 16th - Identifying and Responding to Fetal Alcohol Spectrum Disorders in Children Training (CPS) from 9 – 12 AM
 20th - Field Orientation for Adv. Students admitted Spring 2018 (Rm. TBA) from 2 – 4 PM

May

- 10th - Last Class Day and Field Instruction / Field Evaluations Due
 2nd - 10th - Final Examination Period
 10th - **GCSW CONVOCATION @CULLEN PERFORMANCE HALL, 2:00 PM-4:30 PM**
 11TH - **UH COMMENCEMENT @ IDECU STADIUM, 7:00 PM**

Summer 2018May

- 28th - **MEMORIAL DAY HOLIDAY**
 22ND - 24TH - TITLE IV-E CHILD WELFARE ROUNDTABLE CONFERENCE (Location TBA)

June

- 1st - (New Applicants Only) Deadline for CWEP Application for fall 2018 Admission
 4th - Classes and Field Instruction begins for Summer I, II, III
 18th - Field Educational Contracts Due

July

- 2nd - Last Class Day Summer II
 4th - Independence Day Holiday
 9th - Classes Begin for Summer IV
 16th - Field Integrative Papers Due for FP IV Students
 23rd - Last Class Day Summer III

August

- 8th - Field Instruction Ends
 6th - Last Class Day Summer IV
 7th - Last Class Day Summer I

** See GCSW Calendar for GCSW events and other deadlines at www.sw.ub.edu