

Follow-up Document from the Webinar

Getting Ready for CQI: A Webinar for DSS Directors and Child Welfare Program Managers

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Handouts. Be sure to consult the handouts for this webinar:

https://www.ncswlearn.org/ncsts/webinar/handouts/28_Webinar_Handouts_5-22-13_.pdf

Recording. If you missed the webinar or want to view it again, you can access a recording of this event by going to: <http://fcrp.unc.edu/videos.asp>

Topics Covered in this Document

1. REAP resources for non-REAP counties 2
2. Catawba Co. DSS Revision of UNC REAP Readiness Assessment 2
3. McDowell Co. DSS Employee Assessment Tool 2
4. Catawba Co. DSS Field Coach Feedback Tools
 - Field Guide for Social Worker Observation..... 3
 - Training Observation Map 8
 - Sample Training Observation Map..... 9
5. Forsythe Co. DSS 10
 - General Competencies Certificate Checklist
 - General Competencies Behavioral Self-Assessment

Answers and Resources from the Webinar

I. REAP Resources for non-REAP counties

When will all counties have access to their own Child Welfare Achievements Data Dashboard?

The Division is working to make these reports available to non-REAP counties as soon as possible.

Has there been discussion about opening up the REAP trainings (*Becoming Achievement Focused*) to non-REAP counties?

The Division is planning its training schedule for the next fiscal year with the goal of building capacity and sharing resources as efficiently as possible. The new training calendar will be available on ncswlearn.org as soon as possible.

2. Catawba County DSS Revision of UNC REAP Readiness Assessment

Catawba County DSS selected ten items from the REAP Readiness Assessment, and put them into an on-line survey using the free website Survey Monkey (<http://www.surveymonkey.com/>). The survey used a 5-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). (Based on Catawba's experience, agencies may choose not to include the "neutral" option in order to prevent its over-use by respondents.) The survey link was sent to staff with the following email:

We realize everyone is busy. We also realize we can be more responsive to your needs as a management team. In order to better assist you and decide on some ways to change the culture of our agency, we are asking you to participate in the survey below. Going forward we would like to be more intentional about how we use data. Using a "flashlight" approach rather than a "hammer" and looking at data to inform and learn from our strengths and also where we may have challenges from a learner's perspective. We are seeking your views on how we overall use data at this point, how we participate in problem solving, and how our work is related to the children and families we serve. In the future, we wish to be more inclusive so that all of us as a team are involved in improving practice at all levels supporting and learning from each other to ensure continuous improvement at all levels.

Please take 5 minutes and go to the link below to respond to 10 questions to help us understand what is important to you, and how we can better support you through more effective communication. The survey will be open until Wednesday, February 20, 2013. We will send out survey results to you by the end of March. Thanks in advance for your participation!

The survey contained the following items:

1. Managers and supervisors in our agency use data as a tool to understand and improve current practices.
2. All staff in our agency are encouraged to participate in problem solving.
3. Senior agency leadership (program managers and director) communicate a clear vision for the future.
4. All staff understand how data is connected to outcomes for children and families.
5. Meetings are productive opportunities to improve practice.
6. Agency leaders (supervisors, managers, director) demonstrate the same practices they expect of staff.
7. Agency leaders (supervisors, managers, director) hold staff accountable for improving practice.
8. Opinion leaders (those who have influence over peers) in our agency openly support the need to improve agency practice and outcomes.
9. Agency leaders (supervisors, managers, director) clearly communicate expectations.
10. Channels of communication work well and support collaboration across units.

For more information, please contact John Eller at jeller@catawbacountync.gov.

3. Employee Assessment Tool from McDowell County DSS

McDowell County DSS now has job applicants complete an on-line assessment that helps to identify and develop skills. The vendor, Profiles International, has an array of tools for employee selection and matching. Phillip Hardin suggested that interested counties contact him at phillip.hardin@mcdowellcountyncdss.org for more information.

Field Guide for Social Worker
Observation

Worker: _____ Observer: _____ Date: _____ Case Name/Number: _____

⋮

Initiation Follow up Case Plan Other

⋮

Family members present:

⋮

Location: Family Home School DSS office Other _____.

SCALE SCORE = 0-10; 0 indicates no evidence of behavior/skill/practice; 10 indicates abundant evidence of behavior/skill/practice.

A. Home Environment

BEHAVIOR/SKILL/PRACTICE
SCORE

DESCRIPTION

SCALE

Walkthrough of home		
Smoke Alarms / Carbon Monoxide Detector		
Adequate food/hygiene and other supplies/clothing		
Fire Safety/escape plan discussed		
Safe sleeping arrangements		
Firearms or other weapons? – Secured?		
If any concerns - what was done to remedy the situation		

B. Family Engagement

BEHAVIOR/SKILL/PRACTICE	DESCRIPTION	SCALE SCORE
preplanning for this interaction		
knocked/asked permission to enter home-welcomed the family to office visit - Introduced self (initiation) clear explanation of purpose for visit/meeting.		
complete and clear explanation of all allegations		
invited the family point of view /explanation		
Identify strengths or protective factors and/or ask the family to identify these? Strengths/protective factors used to address family needs ?		
Eye contact , maintained a neutral tone of voice , and allowed family to speak without interrupting.		
Expressed empathy and understanding without minimization.		
Demonstrated respect and courtesy to the family		
Brainstormed community/informal supports or creative interventions with family.		
Offered appropriate community resources and/or made referrals for services		
Uses language that parent can understand and avoids social work Jargon		
Checks for understanding invites questions and fully responds to questions with correct information.		

C. Parent/Caretaker interview

BEHAVIOR/SKILL/PRACTICE	DESCRIPTION	SCALE SCORE
Substance abuse discussed		
Discipline Techniques discussed		
D V history and present issues discussed		
Supervision plan discussed		
Sexual abuse history or present danger discussed		
Family CPS History and parent's history of abuse/neglect as children discussed		
Absent parent contact info? Names contact info for AP relatives or others who know how to reach?		
Missing demographic information for any caretaker , child, or collaterals obtained		
Child Wellbeing for all children obtained		
Parent/caretakers Wellbeing information obtained		
Probing/Amplify follow up questions to get additional details RE allegations or concerns raised during visit		
Signs of Safety tools completed with the parent/caretaker		
Signs of safety Scaling questions (including follow up meaning of scale number and what would move up)		

D. Interview with Child

BEHAVIOR/SKILL/PRACTICE	DESCRIPTION	SCALE SCORE
Explains reason for visit /job to keep kids safe. Attempts to put child at ease/calm fears per age		
Assures child that they are not in trouble with the Social Worker/encourages honesty about home life.		
Uses age appropriate language with child(ren)		
Discipline Techniques discussed		
DV history and present issues discussed		
Substance Abuse history/present use discussed – including child’s use if applicable		
Level of Supervision persons who provide supervision		
Sexual abuse history or present danger discussed		
Family CPS HX discussed with child as appropriate		
Absent parent contact info? Names/contact info for AP relatives or others who know how to reach?		
Wellbeing information for all children		
Signs of Safety tools completed with the child(ren) if age appropriate		
Signs of safety Scaling questions (including follow up meaning of scale number/ what would move up)		

E. Safety Plan/Case Plan

BEHAVIOR/SKILL/PRACTICE	DESCRIPTION	SCALE SCORE
Plan completed together with parent/caretaker and family input as appropriate		
Child involved in planning – responsible for activities as appropriate		
Expectations from agency clearly explained verbally and in writing		
Signs of Safety Harm/Danger Statements and Safety Goals written on plan		
All involved sign/provided copy of plan – including safety resource and child as appropriate		
Clearly explains time frames and who is responsible for each activity or ensuring ongoing safety		
Checks for understanding, invites questions from all involved/responds to questions with correct info		
Explains what will relax safety plan/complete case plan or move case toward resolution/closure.		

For more information please contact Katie Turk at kturk@catawbacountync.gov

Social Worker

Training Observation Map

DATE

Case Name

Observer

What's working well?

Policy/Practice

Family Engagement

What are we worried about?

Specific Behavior of concern:

Concern about how behavior could impact this case/future cases:

	Policy/Practice	Engagement
Worker Scale		
supervisor Scale		

What needs to happen?

1.

What's working well?	What are we worried about?	What needs to happen?									
<p><u>Policy/Practice</u></p> <ul style="list-style-type: none"> • Complete walkthrough of home • Addressed all allegations completely • Although listed in report, Absent father information updated-confirmed • Obtained some wellbeing data on children • Obtained some wellbeing data on mother • Corrected information about mother's fiance • Read through each item on safety assessment and explained expectations of mother resource • Obtained collateral information from mother at initiation • Provided community resource list. • Persevered to get case initiated with mom today even though she attempted to cancel the visit. <p><u>Family Engagement</u></p> <ul style="list-style-type: none"> • "How is the kid's relationship with their dad?" • Patient and calm with parent throughout the visit. • Calm, soft, non accusatory voice tone communicates concern and curiosity. • Provided mom with time to fully respond to each concern raised in allegations without interrupting or rushing. • "that is a lot to have gone through" • Is there anything you need help with right now? • Avoided jargon – and technical SW terms • Good eye contact with mom throughout • Asked "permission to see the home" • "Does that make sense? Do you have any questions for me?" 	<p><u>Specific Behavior of concern:</u></p> <ul style="list-style-type: none"> • Did not address sexual abuse history or potential for child to be a victim – important in any case, high risk in this case due to supervision concerns. • Did not ask follow up or ask about current DV although mom brought up past instances with ex. • Did not fully review past CPS history in detail with the family – mom brought up and sw could have attempted to get more details. • Occasional reliance on closed yes/no questions • Fire escape plan was not discussed until SWS brought up – check to ensure smoke detectors actually work. • No attempts to pull strengths from family or point out • No attention on strengths toward safety planning <p><u>Concern about how behavior could impact this case/future cases:</u></p> <ul style="list-style-type: none"> • Supervisor/Agency is concerned that Jamie could focus on allegations as reported and might miss key harm and danger elements on future initial HVs without a comprehensive discussion of all potential concerns beyond the allegations (DV, Abuse/Sex abuse/fire safety) in the report and children may be harmed or in danger as a result. • Supervisor/Agency is concerned that Jamie could miss details surrounding harm, danger, wellbeing and family functioning if she uses mostly closed yes/no when interviewing and children may be harmed or in danger as a result. • Supervisor/Agency is concerned that Jamie could go into future initiations without reviewing case history and could miss evidence of a pattern of behavior or other potential dangers contained in case history that could bear further exploration with the family and children could be put at risk as a result. • SWS is concerned that Jamie could miss opportunity to engage, empower and encourage sustained change in parental behavior if she fails to point out strengths and protective factors and the family could return to the attention of CPS as a result. <table border="1" data-bbox="730 1425 1352 1575"> <thead> <tr> <th></th> <th>Policy/Practice</th> <th>Engagement</th> </tr> </thead> <tbody> <tr> <td>Worker Scale</td> <td></td> <td></td> </tr> <tr> <td>supervisor Scale</td> <td></td> <td></td> </tr> </tbody> </table>		Policy/Practice	Engagement	Worker Scale			supervisor Scale			<ol style="list-style-type: none"> 1. SWS suggests use of INV checklist tool to ensure all areas of initiation and comprehensive assessment are addressed in future cases. 2. Signs of safety training and evidence of practice and use of techniques in future cases 3. Worker should review and practice open ended questions and use more open ended, amplification type questions with families instead of closed ended or yes/no questions – specifically in follow up to previous questions or information presented by family that calls for additional detail. 4. Worker should invest more time in case history review prior to initiation in order to recognize any past strengths or potential areas of concern that are not specifically raised in the present report. 5. Worker should practice asking about strengths/protective factors and point them out herself in addition or if family is unable to identify.
	Policy/Practice	Engagement									
Worker Scale											
supervisor Scale											



General Competencies Certificate Checklist

* To be completed within the employee's first 12 months of employment

Employee:	Supervisor:
Hire Date:	Completion Date:

Level of Competence: BASIC		
REQUIRED Courses	Date Completed	Employee's Signature
HIPAA <i>(E-Learning during DSS HR Sign-In)</i>		
Language Access Policy & Interpreter Services <i>(E-Learning during DSS HR Sign-In)</i>		
Workplace Harassment <i>(E-Learning during DSS HR Sign-In)</i>		
DSS Leave Policy <i>(E-Learning during DSS HR Sign-In)</i>		
Agency Overview <i>(E-Learning during DSS HR Sign-In)</i>		
DSS Policies & Procedures <i>(E-Learning during DSS HR Sign-In)</i>		
Blood Borne Pathogens <i>(E-Learning during DSS HR Sign-In)</i>		
Meet & Greet with Director <i>(New Employee Orientation)</i>		
Agency Overview <i>(New Employee Orientation)</i>		
DSS Policies & Procedures <i>(New Employee Orientation)</i>		
Departmental Overviews <i>(New Employee Orientation)</i>		
Customer Service <i>(New Employee Orientation)</i>		
Professionalism <i>(New Employee Orientation)</i>		
Working with a Language Interpreter <i>(New Employee Orientation)</i>		
Employee Safety <i>(New Employee Orientation)</i>		
RACF Training <i>(if applicable)</i>		
FOCUS/Day Sheet Training <i>(if applicable)</i>		
County Orientation		
Program specific training for position		
Professional Communications		
The Changing Faces of DSS in the 21 st Century <i>(DSS' changing clientele)</i>		
Customer Service & Challenging Customers <i>(Skills Practice Lab)</i>		
FC DSS' Performance Management System: An Overview		
Microsoft Outlook Training		
CISCO Phone Training		
CISCO w/ Console Attendant <i>(clerical staff only)</i>		



General Competencies Certificate Checklist

* To be completed within the employee's first 12 months of employment

ELECTIVE Courses	Date Completed	Employee's Signature
As the Work World Turns <i>(Generations of employees in the workplace)</i>		
Are You Ready? Emergency Preparedness Training		
OSHA Regulations: It's All About You!		
The ABCs of Effective Writing		
Supervisor's Observations of Competencies Demonstrated by Employee		
Area of Competence	Description of Observed Behavior	
Agency Awareness <i>Awareness & understanding of Forsyth County DSS' vision, mission, values, principles & outcomes</i>		
Communication Skills <i>Effectively convey information & express thoughts and facts through verbal, nonverbal & written means</i>		
Exceptional Customer Service <i>Identify, assist & respond appropriately to the needs of both internal & external customers through listening, understanding & asking questions in a professional & respectful manner</i>		
Policy & Procedural Compliance <i>Ability to research, comprehend & follow Agency & County policies & procedures</i>		
Professionalism <i>Awareness & understanding of appropriate attire, behavior, attitude, ethical standards & conflicts of interest in the workplace</i>		
Self-Awareness <i>Ability to accurately & reasonably assess & comprehend one's own actions, attitudes, beliefs & emotional state</i>		
Use of Technology <i>Ability to comprehend & perform functions related to the basic knowledge & skills of universal computer technology & operation of general office equipment as related to job function</i>		

Is additional training or other development opportunities needed for any area of competence indicated above? Yes No If yes, please describe: _____

Recommended for graduation? Yes No

Employee's Signature

Supervisor's Signature



General Competencies Behavioral Self-Assessment

* To be completed within the employee's first 12 months of employment

Employee:	Supervisor:
Hire Date:	Completion Date:

Instructions: *You have spent the last 12 months participating in activities designed to enhance the basic knowledge, skills and abilities you need to be successful in Forsyth County DSS. Through this self-assessment, you have the opportunity to describe how you demonstrate these competencies in your daily work activities. Please refer to the FC DSS Competencies List located on FCNet for a full description of each competency and what key behaviors look like. For each competence area listed below, please give specific examples of how you display the knowledge or skill as you perform your job duties.*

Area of Competence	Description of Your Behavior
Agency Awareness <i>Awareness & understanding of Forsyth County DSS' vision, mission, values, principles & outcomes</i>	
Communication Skills <i>Effectively convey information & express thoughts and facts through verbal, nonverbal & written means</i>	
Exceptional Customer Service <i>Identify, assist & respond appropriately to the needs of both internal & external customers through listening, understanding & asking questions in a professional & respectful manner</i>	
Policy & Procedural Compliance <i>Ability to research, comprehend & follow Agency & County policies & procedures</i>	
Professionalism <i>Awareness & understanding of appropriate attire, behavior, attitude, ethical standards & conflicts of interest in the workplace</i>	
Self-Awareness <i>Ability to accurately & reasonably assess & comprehend one's own actions, attitudes, beliefs & emotional state</i>	
Use of Technology <i>Ability to comprehend & perform functions related to the basic knowledge & skills of universal computer technology & operation of general office equipment as related to job function</i>	

Do you need additional training or other development opportunities for any area of competence indicated above? Yes No If yes, please describe: _____

Employee's Signature