

*Be Strong, Motivated
& Creative*

Inspiring
Visionary
Empowering

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Child and Family Journal of Innovative Practice and Research

Volume 2 Issue 1



CHILD AND FAMILY JOURNAL OF
INNOVATIVE PRACTICE AND
RESEARCH

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CFJ, February 2021 (Volume 2, Issue 1)

If you are interested in serving on the Editorial Board for *Child and Family Journal for Innovative Practice and Research*, please email Dr. Monit Cheung at mcheung@uh.edu with your curriculum vitae. We look forward to working with you as a team. **First Volume** published in May 2020 (Volume 1, Issue 1) can be retrieved from this [LINK](#).

JOURNAL AIM

Child and Family Journal for Innovative Practice and Research

Child and Family Journal for Innovative Practice and Research (“CFJ”) is a publication providing an integrated practice-research platform for all child and family programs, agencies, and institutions, in the United States as well as globally, to share child welfare innovative practice and research experiences. It aims to provide updated information and innovative practice and research to promote child and family well-being from the community, universities, and clinical or research centers. Scholars and practitioners working with children and families are our contributors to share knowledge, innovative assessment and intervention, practice insights, service outcomes, policy updates, and sources of professional and educational development from statewide, nationally, and internationally.

Background

The CFJ is sponsored by the Child and Family Center for Innovative Research (CFCIR) and Graduate College of Social Work (GCSW) at the University of Houston (UH). Child and Family Center for Innovative Research is a research center that aligns with the GCSW-UH to improve youth and family well-being, strengthen interpersonal relationships, and promote social justice. Under the center branches, Child Welfare Education Project (CWEP) is a program in partnership with federal Title IV-E programs to prepare master’s level social work students to pursue a child welfare career and promote workforce effectiveness in public child welfare, as well as develop reliable systems and professional networks locally, statewide, nationally, and international. Furthermore, the CFCIR supports faculty and social work researchers to conduct innovative research and practice for children and families. These multilevel connections highlight center’s commitment to providing innovative micro, mezzo, and macro practice to children and families, empowering students/faculty/research to achieve success in their careers, and promoting social justice and decrease racial diversities voluntary populations in both local and global communities.

Aim and Scope

Along with the mission of the CFCIR and GCSW-UH, the CFJ aims to provide an information exchange platform for describing the multilevel partnerships in the child and family sector, including communities, educational and research institutions (including schools, college, and universities), agencies, and governments from local, statewide, national, and international. It also delivers updates in child and family practices, creative research ideas and outcome data, policy summaries, and educational development reflections that aim to strengthen and expand the field of child and family across the United States as well as the world.

The CFJ values summaries or progress reports of any form focusing on child and family services, such as short stories, case studies, poems, personal or professional reflections, artwork, photos, book reviews, and other innovative work with significant impact on children and youth. All publications must reflect the core values and ethics of social work. One volume, each with two issues, will be distributed annually. Submission and publication are made online without additional cost or compensation to the contributors. The contributors must include a statement with their submission that it is their original work not considered or published in other sources. Please include cited references in [APA 7th Edition style](#).

Mission

- Develop bridges to build practice linkages on a cyberspace platform to share innovative works, updates, and experiences among professionals, faculty, staff, and students for use in the field to work with children and families.
- Highlight the importance of child and family services through professional exchange among multilevel partnerships that aims to promote practice and academic development.

THIS ISSUE: Be Strong, Motivated, and Creative

The COVID-19 virus emerged in our lives and has remained present since December 2019 from Wuhan in China (Chahrour et al., 2020). Within a few weeks, infection cases rapidly increased not only in China but also globally. In March 2020, the World Health Organization (WHO) declared the coronavirus outbreak a worldwide pandemic (World Health Organization, 2020). This pandemic significantly influences daily life for all. People are experiencing numerous “new life patterns,” including working remotely from home, social distancing, wearing face masks, and multiple new formats of service delivery. Terms starting with “tele-” now pop-up frequently, such as telehealth, telecommunication, and teletherapy, which present that the majority of our daily life activities now are heavily reliant on the internet and technology. Until today, the infection rates have been reduced, and numerous research endeavors focusing on developing vaccines and medications are ongoing. The succession of fighting for this pandemic can be expected. However, multidisciplinary professionals and experts still share their concerns that the impacts of this pandemic might be elongated. Adjustments of this expected new life pattern are needed.

Social workers, as one of the health, mental health, and behavioral health professionals with ethical principles and core values on dignity and worth of individuals, human relationships, integrity, competence, and social justice, are making efforts to maintain and promote human well-being for individuals, families, groups, communities, whole systems, across the globe. However, this is indeed challenging for all divisions of social work professionals, including community social workers, clinical practitioners, frontline workers, and policymakers. Educational programs and clinical training are also facing challenges in knowledge delivery, supervisory clinical practice (role modeling), and related ethical issues. These challenges force us to genuinely apply our creativity to conduct new manners of professional service delivery and professional educational training. Additionally, we have seen a great increase in traumatic child abuse cases because of the “stay-at-home” order, parents/caregivers experiencing more stressors, and professionals are unable to identify risks promptly. The protection of our children and their well-being has become urgent. The whole system needs to work collaboratively as a team. Furthermore, we, as human beings in the same severe conditions, must develop effective coping strategies and crisis management tips to protect ourselves, strengthen our minds, and maintain our motivation to work with people.

Fortunately, we are working together! We have a solid foundation of social work professional education and training in competencies, skills, techniques, and knowledge to help ourselves and people around us go through this traumatic and dramatic epidemic disaster. “Be Strong, Motivated, and Creative” is the theme of this issue, which we would like to use to advocate for and empower our social workers, frontline workers, and all multidisciplinary professionals who are contributing their abilities and competencies to make our future better. We are experiencing together and writing up a new chapter of our social work development journey.

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ARTICLE
Teaching from the Inside Out

Jessica Rodriguez, MSW-CPS Specialist IVE
Melissa Telles, MSW, CPS Region 9/10 CPS Risk Manager
Perla Pena, MSW, CPS Education Specialist

Rosario Olivera, LCSW, MSW Program Coordinator, University of Texas at El Paso

Abstract

In this engaging and interactive workshop, we will discuss the Social-Emotional mandate and push in the K-12 System and the importance of incorporating SEL in the classroom to catch social challenges and emotional needs early. We will discuss how the funding is sourced from the federal and the state level, and how it can be utilized at the district levels. The goal of this workshop is to facilitate incorporating Social and Emotional components into the classroom through easy, inexpensive, and accessible activities. This workshop was created through a collaborative effort between the University of Texas at El Paso Social Work department and Canutillo ISD.

Learning Objective:

- Impact of Social-Emotional Learning in the classroom on school climate.
- Funding and Social-Emotional Learning
- Implementing Social-Emotional Learning strategies in the classroom

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” –

www.casel.org



Five Competencies of SEL

Authors' Note:

Ms. Rodriguez, Ms. Telles & Ms. Pena were co-presenters at the Texas Association Concerned with School Age Parenthood annual conference in Arlington on February 22, 2020, while the three recent MSW graduates (May 2020) were in their last semester as MSW students under the Child Welfare Training Collaborative (CWTC) project at the University of Texas at El Paso.

(TACSAP <https://www.tacsap.org/about-us>)

SCHOLAR SPOTLIGHT

Dr. Crystal Collins-Camargo, MSW PhD

Associate Dean for Research and Professor
University of Louisville Kent School of Social Work
Editor-in-Chief, *Journal of Public Child Welfare*

Special Topic: Partnership with APHSA/NAPCWA and facilitating scholarly dialogue regarding racial equity in Child Welfare

Purpose of This New Partnership

The *Journal of Public Child Welfare* is a practice-oriented journal that focused on applied research and conceptual articles that are designed to inform the public child welfare practice community. As is true for most academic journals we have struggled getting the articles in the hands of those who can most benefit from them—public agency administrators and practitioners and those in community agencies that serve child welfare-involved families. Scholarly journals are typically inaccessible to them unless they purchase a subscription. As a strategy to facilitate their access to the journal we have been working over the past two years to engage the American Public Human Services Organization in a discussion of partnership. Long time editorial board member, Greg Rose who is Deputy Director of Children and Family Services for the California Department of Social Services, played a pivotal role in getting this accomplished. Our publisher, Taylor and Francis, negotiated with APHSA to sponsor their public child welfare administrator members' receipt of a subscription to the online version of the journal as a benefit of their membership. We were delighted that APHSA saw the clear benefit of their members having access to our publication. Beginning in January, public child welfare agencies who are members of APHSA will be able to apply relevant results from published research in their agencies.

Dr. Collins-Camargo's leadership role in this partnership

In 2016 when I agreed to become Editor-in-Chief of the *Journal of Public Child Welfare*, providing access to child welfare practitioners and administrators was a part of the vision I submitted to the publisher. We discussed strategies to accomplish this in Editorial Board meetings, and with the leadership of Greg Rose we were able to engage APHSA in a discussion that led to this partnership. We see this as a critical initiative in the research to practice to research process.

Work has been done to facilitate the dialogue to advocate racial equity in child welfare

We regularly publish research that examines issues related to race and ethnicity inequities in the child welfare agencies as well as initiatives to address these concerns. Over the past year the discussion related to promoting anti-racist child welfare practice has become more and more prominent as has discussions of structural racism in our society. This summer I began discussions with two of our editorial board members, Alan Dettlaff, Dean of the University of Houston Graduate College of Social Work, and Rick Barth, former Dean of the University of Maryland School of Social

Work regarding development of two invited articles designed to provoke dialogue regarding racial equity in child welfare. These articles: “It isn’t a Broken System, It’s a System That Needs to Be Broken: The upend Movement to Abolish the Child Welfare System” by Alan J. Dettlaff, Kristen Weber, Maya Pendleton, Reiko Boyd, Bill Bettencourt and Leonard Burton, and “Outcomes Following Child Welfare Services: What are They and Do They Differ for Black Children” by Richard P. Barth, Melissa Jonson-Reid, Johanna K.P. Greeson, Brett Drake, Jill Duerr Berrick, Antonio R. Garcia, Terry V. Shaw, and John Gyourko served to kick off a concerted effort by our journal to promote discussions that will move our field forward in this way over the next few years. We join with peer journals, and many groups and organizations committed to doing this work.

Suggestions to end the high racial disproportionality rate of African American families in the public child welfare system

This is an excellent question, but not one that I as an individual scholar am qualified to answer. The *Journal of Public Child Welfare* has just announced a new section of our publication that will attempt to begin to wrestle with this and other questions associated with the evolution of the next generation of public child welfare. Quoting from Our call for Commentaries this Section, Child Welfare Futures, “will feature brief commentaries arguing for short-, mid- and longer-term research-informed strategies” to promote child and family well-being. “Our Editorial Board invites submissions from practitioners, administrators, policymakers, cross-system/cross-sector partnerships, ... and collaborations of foster care alumni or families and organizations represent them as well as scholars.” One of our initial commentaries will lift the voice of a diverse group of public child welfare administrators regarding the challenges they face, and their work promoting antiracist child welfare practice. These commentaries will undergo a specialized peer-review process. Rather than a special issue, this new section of the journal will serve as an ongoing contribution to the field’s advancement.

CALL FOR PAPERS

The *Child and Family Journal for Innovative Practice and Research* (“CFJ”) invites manuscripts, practice notes, case studies, teaching/educational notes, stories, personal or professional reflections, and other innovative works that share clinical experiences in child and family practices.

Theme I: Impacts of COVID-19 on Children and Families

Theme II: Anti-Racism Innovation in Services Affecting Children and Families

Deadline for submission: July 31, 2021

Contact Information

Monit Cheung, Ph.D., LCSW, Editor-in-Chief, CFJ
University of Houston
mcheung@uh.edu

COMMUNITY SPOTLIGHT

Demetra Douglas, MSW

Texas Department of Family and Protective Services

It was once stated by Mary Rose McGeady, “There is no greater joy nor greater reward than to make a fundamental difference in someone’s life.” This quote captures the essence of my direction embarked upon entering the University of Houston’s master in social work (MSW) program and the Child Welfare Education Project (CWEP). Through obtaining a master’s degree in social work, I became properly equipped to fully carry out my calling to social work. Being a beacon of hope and light to another individual is the continued fuel behind my educational and career path.

Following one’s dreams becomes the key to fulfilling one’s purpose and is complimented with moments of distinction. It is here that I am honored to be the first Human Service Tech. III (HST) in Region 6 to have completed the Child Welfare Education Program (CWEP) and earn my MSW. University of Houston helped fan the flame within me to complete my study. My career goals include working for either Texas Children’s Hospital, MD Anderson Cancer Center, or Texas Department of Family and Protective Services.

The MSW program provided an opportunity for me to gain the appropriate knowledge through a diverse, innovative, and accredited curriculum. Each professor became a catalyst within my educational journey to help me reach the goal of successfully completing the program. With courage and diligence, I valued the MSW program as a valuable means of reaching my fullest potential with practice skills to serve my clients. The power of knowledge I firmly believe fuels my courage to no longer just be within society but also helps me become great in living out my calling of making a fundamental difference in someone’s life.

My experience in the MSW program at the University of Houston was diversely challenging yet rewarding. Each course and its assignments and tests helped create meaningful bonds for me to integrate knowledge and skills. In addition, the CWEP staff were supportive in ensuring what I needed to learn to be a successful master social worker. Profound and priceless memories were made because I attended this prestigious institution.

Attending my MSW program solidified my courage to rebuild my life, accept my calling to be a helping professional, and ignite new aspirations to develop social services and promote social justice. I am for the better because of pursuing my social work career. Through the University of Houston, I have gained the courage to continue to be a light, hope, and resolution for others. A dream once had is now a reality.

INNOVATIVE RESEARCH

Rice Therapy as A Positive Self-care Practice

Original Study: Cheung, M., Xu, L., Liu, J., Chen, X., Leung, P., & Huang, Y. J. (2019). Rice therapy as a positive social work approach: Directive vs. nondirective outcomes. *Journal of Evidence-Based Social Work, 16*(5), 540-554. <https://doi.org/10.1080/26408066.2019.1642819>

“Rice Therapy training makes me appreciate myself and have a better understanding of my inner thoughts”

Self-care for Social Workers

Social workers are often exposed to secondary trauma, emotional exhaustion, and burnout due to their work that requires constant use of empathic methods to initiate the healing effect (Coaston, 2017; Gibbons, 2011). Positive social work has been acknowledged as a practice model to help clients “work” positively for their “social” issues (Kreiviniene & Rimkus, 2016; Szmagalski, 2015). Self-care, a strengths-based method, aims to increase awareness of the impact of stressors on personal growth and professional development, which also highlights positive outcomes in promoting the core values and ethical principles of social work (Willis & Molina, 2018). Social workers can preserve their motivation in their career and thus enhance the quality of professional services. Therefore, self-care practice becomes a therapeutic tool to improve therapeutic efficacy (Aggs & Bamling, 2010).

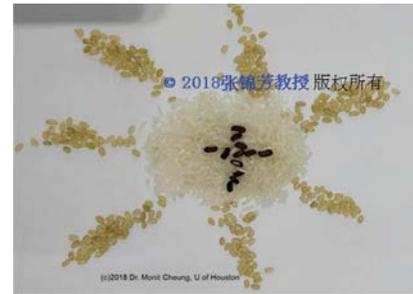
Introduction to the Rice Therapy

Rice Therapy (RT), as an innovative therapy, is an individual-initiated touch activity that has been used in trauma recovery to processing war, abuse, and migratory grief that focuses on communicating about feelings and then creating and staying with positive energy (Cheung, 2018). Also, RT was used as an educational bridge to inform social workers that the therapeutic journey is for both the therapist and the client. The therapist would model positivity for their clients to find solutions. In practice, RT is identified as a therapeutic way to connect thinking, feeling, and action, and as an assessment tool to test power and eye-body coordination (Cheung, 2014). RT aims to give individuals a sense of resolving individual’s capability to enhance their strength through creating of a broader view of life experiences into a closer object to process how contradictions in life can be viewed from both more comprehensive mind for refining a problem and refocusing on solutions (Cheung & Huang, 2018; Kreiviniene & Rimkus, 2016; Namdar et al., 2016).

Effectiveness of the Rice Therapy

A mixed between-within-subjects analysis of variance was conducted in an RT training in 2018 in China. The results showed insignificant interactive effects between groups on the participants’ mood scores, meaning that directive and nondirective approaches to artwork creation produced similar outcomes. Feedback from the Participants generated into three themes: 1) benefit of using rice; 2) RT effectiveness; 3) evaluation of RT as a practice platform. First, the benefit of using rice is that rice could be a medium to stimulate culturally relevant practice with the Chinese population. The portable rice tray and rice are familiar to social workers and can be easily found. RT becomes an innovative therapy with considering safety, enhancing reflections, and promoting communication. Second, the effectiveness of RT was found. RT becomes a tool for engaging social workers in self-care practice to increase self-awareness by communicating with the inner self. RT effectively reduced anxiety, gained concentration, increased relaxation, and enhanced personal reflection by enlarging positive energy, concentrating on individual strength, and building a communication channel with self. Finally, the evaluation of RT as a practice platform was addressed. Although RT might not work for everyone in every situation, the use of colors could mean different things to express individuals’ thoughts and help process personal issues. Be aware of planning sufficient time for the participants before proceeding with the RT activities.

Before, during and after a RT session:



Implications

A positive social work approach starts with a positive view of self in the practice journey. RT becomes a positive self-care practice to social workers through a cultural perspective to process their thoughts and de-briefing personal issues and clinical practice, and further transfer this experience to their future professional services. After social workers can practice their self-care methods in self-care competence development, they could also design other creative strategies to remove communication barriers when talking with clients about life challenges. In clinical practice, social workers become role models of using RT for their clients from diverse cultures. While rice-grains can link to cultural meanings, other relevant materials with cultural sensitivity can be added to help clients structure an image of hope. Further, additional measures can be added to find positive meanings from both the client and the practitioner when implementing RT in the field.

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PRACTICE WISDOM

National Workforce Development



Source: [Child Welfare Information Gateway](#)

September was National Workforce Development Month. To advance our professional competences, [Child Welfare Information Gateway](#) provided tools which may be useful for working with our clients.

- [Virtual and Remote Workforce Needs](#)
- [Education Programs for Workforce](#)
- [The National Training Initiative's Training on Child Welfare](#)
- [Championing the Role of Child Welfare Professionals](#)

Other related resources:

- Share the prewritten materials and resources (including graphics!) from the [National Child Welfare Workforce Institute \(NCWWI\)](#).
- Follow and share [Facebook](#) and [Twitter](#) posts with the hashtags #CWworkforce and #childwelfare to stay connected and amplify the conversation!

National Adoption Month, November 2020

- Updated [resources](#) and [outreach tools](#) are available to help professionals align the National Adoption Month plans with the Children's Bureau's national campaign.
- Resources for [child welfare professionals](#), [legal professionals](#), and [youth](#) are available.
- "Voices of Youth" featuring [narratives](#) and [videos](#)
- Cutting-edge strategies developed by Children's Bureau grantees: [Resources from Grantees](#)
- State examples of youth engagement [action plans](#)



- *NASW offers new resources on Adolescent Brain Development*
- With support from the Annie E. Casey Foundation, NASW has developed [Integrating Adolescent Brain Development into Child Welfare Practice with Older Youth](#). On the webpage, there are background information about this program, [13 module curriculum materials](#), and other related resources links.
- A 90-minute [webinar](#) with 3.0 Social Work CEUs is available.
- [The Road to Adulthood: Aligning Child Welfare Systems with Adolescent Brain Development](#)



Source: [National Association of Social Workers](#)

[The Adolescent Brain: New Research and its Implications for Young People Transitioning from Foster Care](#)