



CWEP Website

<http://www.sw.uh.edu/communityoutreach/cwep.php>

Volume 10 Issue 5

April 2009

APRIL is National Child Abuse Prevention Month

- Raise awareness about child abuse and neglect
- Strengthen Families and Communities



To learn more about the history of the month and find strategies for engaging communities and supporting families, please visit <http://www.childwelfare.gov/preventing/preventionmonth/>

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Director's Comments

Joe Papick

"What is **CWEP**? We often use this term but seldom have we defined this and probable each of us has a different idea of what CWEP is. To me it includes the required CWEP courses aimed at **preparing you for the challenging child welfare work** ahead. It also includes the required **field work at various CPS placements** that enhances your skills and appreciation for the many different aspects of child welfare work. It includes the **CWEP Symposium** in the spring semester to significantly add to your knowledge base that may not be available in the academic courses that are offered. We seek your evaluations and feedback for these and other aspects the CWEP experience in order to better the program for those who follow you. CWEP starts with your selection to join this unique process and continues with your employment as a CPS employee in some of the most challenging and exciting work available to social workers – enhancing the lives of children and families. CWEP offers **continuing education opportunities to CPS employees in obtaining their licensure** and in acquiring skills and knowledge in particular areas to help in your work. Many of you will have the opportunity as part of your academic studies to help in the development of new and exciting **foster parent trainings for CPS parents**. Most importantly though, to me, is that **CWEP represents the commitment of many individuals to the improvement of skills and knowledge in CPS and the improvement of services to children and families in the state of Texas and the Houston regional area. It represents the results of hard work and commitment of professional social workers to the child welfare field.**"



CWEP Alumni Spotlight

This month we are highlighting

Gwen Carter,
LMSW

1. What is your current position?

Public Information for the [Texas Department of Family and Protective Services](#) in Region 6 (Adult Protective Services, Child Protective Services and Child Care Licensing).

2. What did you like most about the CWEP program?

The [ongoing support](#) I received from CWEP staff and the GCSW. I always felt that whatever I needed to help me be successful in graduate school, was readily available. I also had the opportunity to meet some amazing people.

3. How did CWEP prepare you for your job?

I feel more comfortable with my writing skills and in making presentations. The whole experience taught me a lot about working with others and the foundations of [Social Work Practice](#).



4. Do you have any advice for current CWEP students?

Take full advantage of the support that is provided for you during this time. Take time to enjoy these experiences and know that they will not only help you be a [better Social Worker](#) but a [better person](#).

5. What are your plans for the future?

[Watch my children grow up](#), strengthen my faith, continue to help others, [become a published author](#) and someday [pursue a PhD](#).

Many Thanks to GWEN!

L.E.O.

Learning Enhancement Opportunity

Corrine Walijarvi, LEO Mentor for CWEP

For CWEP Students ONLY!

Your LEO Mentor is here to help you!

When you want to get a third-person perspective about your academic preparation, or when you need someone to go over your presentation outline or paper format, please email or see Corrine Walijarvi, your LEO mentor for CWEP students.

Corrine writes, "My name is Corrine Walijarvi, and I am a *first year student in the Ph.D. program at GCSW*. I just received my MSW at GCSW last May, after completing four years in the program as a part-time student. I received my undergraduate degree in economics from Harvard, and worked as a public accountant while earning my M.S. in Accounting degree from New York University. I then earned an MBA from Harvard Graduate School of Business Administration, and pursued a management career while working for General Motors and General Electric...I am currently working as a Doctorate Research Assistant with Dr. Monit Cheung. I am looking forward to the opportunity to help students currently in the CWEP program; I hope I can help you achieve your goals while avoiding unnecessary stress!"

Corrine's office hours: **Wednesday from 12 noon to 5pm (Spring 2009), and Available in the Summer by Email.**

Feel free to **email Corrine any time** at cmwalija@mail.uh.edu to ask any questions related to your academic preparation, or to confirm a specific time for meeting with her. She looks forward to meeting with you in **Room 429** and helping in any way that she can. Remember, your **LEO mentor is available for CWEP students only.**

Dr. Monit Cheung, P.I. of CWEP

Announcements

CWEP Symposium



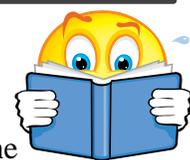
Dr. Monit Cheung (left) &
Dr. Jean Latting (right)

CWEP Symposium was held on Friday, March 13, 2009. Dr. Jean Kantambu Latting, Professor Emeritus at the Graduate College of Social Work, University of Houston, was invited to conduct a workshop entitled "Leadership Dynamics and Organizational effectiveness: An Interactive Workshop." It was excellent!!



A total of 28
people attended!

Christine Smith (\$15,000) Graduate Studies Scholarship SCHOLARSHIP in Children and Family Studies



The Educational Foundation, IOOF, with funding from the estate of Christine Smith and the members of the Independent Order of Odd Fellows, has established the Christine Smith **\$15,000** Graduate Studies Scholarship **for graduate level studies specializing in children and family issues.**

If you will enroll in GCSW in Fall 2009 and Spring 2010, please email Dr. Monit Cheung at mcheung@uh.edu for detailed information and application form.

To know more about the scholarship eligibility requirements, please visit CWEP website for current CWEP students or click this link http://www.sw.uh.edu/communityoutreach/cwep_students.php and check **"Scholarship Opportunity."**

Online Learning Modules on EBP & Cultural Competence in Child Welfare

This is a **free online learning workshop!** This workshop consists of six self-study modules useful for students, workers, field instructors, supervisors and administrators who are interested in improving practice and managing to achieve **culturally competent, evidence-based practice.** Through this self-guided series, this information is available to you!



- Module 1: Introduction
- Module 2: First Things First: Key Concepts of Evidence-Based Practice & Child Welfare
- Module 3: First Things First: Key Concepts of Cultural Sensitivity
- Module 4: Moving Along: Implementation So Far!
- Module 5: Forward & Onward: Practice, Policy, and Research
- Module 6: Until Next Time: Challenges, Next Steps & Conclusions



Please go to the website below to retrieve the modules developed by **University of Minnesota.**
http://cehd.umn.edu/ssw/G-S/EBP-CC_Modules/index.html

Essential Resources for CWEP Students

CWEP website provides you a lot of **essential resources and information** such as **Manuscript Submission Information, Questioning Techniques in Forensic Child Sexual Abuse Interviews, Scholarship Opportunity, the LEO mentor program, APA citation format, CWEP library catalog, NewsLine,** etc.

Please go to **CWEP website** at <http://www.sw.uh.edu/communityoutreach/cwep.php> and click on **CWEP current students** and **National Title IV-E Resources** to get these useful resources.



Strengthening Families and Communities, Preventing Abuse: 2009 Resource Guide

Order your **FREE**
copies Today!

Developed for service providers, the guide:

- Highlights strategies to strengthen families by promoting key **protective factors that prevent child abuse and neglect**
- Includes tip sheets in both **English and Spanish** to share with parents.

The guide can be downloaded or ordered at http://www.childwelfare.gov/preventing/res_guide_2009/, or contact Child Welfare Information Gateway at 1.800.394.3366 or info@childwelfare.gov



New Deadline for Adoption Excellence Awards Submissions *Nominations by Friday, May 22, 2009*



The U.S. Department of Health and Human Services (**USDHHS**) invites you to **nominate candidates** for the **2009 Adoption Excellence Awards** (self-nominations will be accepted). Guidelines, nomination form, and information about past recipients are located at:

www.acf.hhs.gov/programs/cb/current_initiatives/aeawards.htm

Please take a few minutes to **recognize a person or program that has shown dedication, innovation, and accomplishment in providing safe, permanent, loving homes for America's waiting children.**



ChildFirst: A Quarterly Forensic Interviewing Newsletter

ChildFirst is a quarterly **forensic interviewing** newsletter issued by the National Child Protection Training Center. The *first issue* includes an article concerning the selection of **recording technology for child forensic interviews** (see p.5).

To read or download a copy of the newsletter, please visit www.ncptc.org and click on "publications."

Title IV-E Federal Region VI Roundtable *New Braunfels, Texas (May 28-29, 2009)*



The 13th Annual Roundtable Conference will be presented by the **Texas State University**, The Center for Children and Families, School of Social Work, and Texas Department of Family and Protective Service.

For registration, please visit

<http://www.ccf.txstate.edu/Projects/Current-Projects/Title-IV-E-Federal-RegionVI-Roundtable.html>

National Child Welfare Evaluation Summit (Washington, D.C.) *(May 27-29, 2009)*

Target Participants: Children's Bureau discretionary grant evaluators, State and Tribal child welfare administrators and analysts, evaluation experts in child welfare, evaluation experts in other human service fields, and interested child welfare professionals.

For more information, please contact: evaluationsummit@pal-tech.com



Population-Based Prevention of Child Maltreatment: The U.S. Triple P System Population Trial

By Prinz, R. J., Sanders, M. R., Shapiro, C. J., Whitaker, D. J., & Lutzker, J. R.



This is a new study (January, 2009), funded by the Centers for Disease Control and Prevention (CDC), that indicates when parents have access to proven **parenting interventions** designed to address problems all families face—from tantrums to encouraging good behavior --- key measures of **child maltreatment fall**.

Support for families enrolled in the study came through the **Triple P—Positive Parenting Program**. Using a *multi-level, parenting, and family support strategy*, this program aims to prevent behavioral, emotional and developmental problems in children by enhancing the skills, knowledge and confidence of parents. Triple P incorporates various **support mechanisms for parents** including **local media, brief public seminars, and parent consultation by specially trained providers in schools, churches, clinics, and community centers**.

According to researchers' estimate on the basis of 100,000 children under age eight, the results found in this study could translate annually into 688 fewer cases of child maltreatment, 240 fewer out-of-home placements and 60 fewer children with injuries requiring hospitalization or emergency room treatment.



For the complete study, please visit the January 2009 online edition of *Prevention Science* at <http://www.springerlink.com/content/a73718k76218j7k2/?p=587ecf68cf6745058cb3e636889cdf70&pi=0>. For details on the Triple P – Positive Parenting Program, visit www.triplep.net. For information on CDC's prevention research in child maltreatment, visit www.cdc.gov/injury.

A Forensic Interviewer's Perspective on Digital Recording of Children By Rita Johnson

In the U.S., there are over 700 Children's Advocacy Centers (CACs) that facilitate collaborative investigations and forensic interviews that are conducted in a neutral, child-friendly environment. However, little has been known about the utilization of recording technology for child forensic interviews. The article will discuss both benefits and pitfalls that technology offers.



Views from child protection professionals about recording child interview were divergent.

- **Advantages:** The recording "speaks for itself"; increases plea agreements; allows protection for trained interviewer; obtains both audio and video; shows demeanor of both child and interviewer; and provides evidence.
- **Disadvantages:** The recording will be "used" against the child in court; interviewer errors may be over-emphasized in court; the state does not allow recordings to be used in the judicial process; equipment problems; and poor quality audio and video.



Source: The full article can be found in the *ChildFirst* Spring 2009 Issue published by National Child Protection Training Center. (http://www.ncptc.org/index.asp?Type=B_BASIC&SEC={F036F982-64E1-4093-A693-6F89008B71D3}&DE={8F1CD4CB-689C-4DA5-818C-A243FAF1BEDC})

“Aging Out Without Doubt”: Life Skills Training for Foster Parents with Older Children

by Julia Randle



There are more than 500,000 children and youth in foster care in the United States; approximately 20,000 youth “age out” or emancipate from foster care each year. Up to 50% of former foster/probation youth become homeless within the first 18 months of emancipation. These kids are more likely to face unemployment, incarceration, teen parenthood, and educational deficiencies. In the face of these grim statistics, the University of Houston, along with CPS, sought to help curb these trends. The foster parent training held on March 16, 2009, aimed to teach parents life skills to pass on to their foster youth to help give them the competence to not only survive, but also succeed.

This training was designed by University of Houston graduate student **Julia Randle** under the guidance of **Dr. Patricia Taylor**. Based on governmental research, areas covered in the curriculum included: statistics of children in care and outcomes for youth aging out, adolescent development and impaired development for abused youth, positive youth development, and life skills training. A dynamic group of foster parents, ranging from 20 year veterans to a family still considering the process, brought their unique insights to the group. Participants were provided a resource table including: pertinent CPS information, community resources, college prep materials, and a book donated by selling author and television host Chad Foster, Teenagers Preparing for the Real World. In addition to the lively discussion and activities, the highlight of the evening was the *vision board activity* where participants identified goals for their foster children and themselves. Foster parents left with greater knowledge about the needs and realities of youth aging out of care, as well as with tools to help smooth that transition.



Julia Randle set up the resource table for foster parents, including a generously donated book by Chad Foster, *Teenagers Preparing for the Real World*.



Students diligently work on vision boards, which identify their goals for their foster children, and/or themselves.



Foster parent, Babb, tells his story to the group.



Feedback from Participants: i) Great presenter-comfortable atmosphere; great participants, ii) The picture board was the anchor of the lessons and messages; iii) Everything was useful! iv) Great Class! v) Thank you Julia...



Foster parents work to identify myriad foster child needs in this activity.



Prospective foster parent proudly shares her plan to help children in need.



Training participant shares her aspirations with the class.