

CWEP Website

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



Director's Comments

Joe Papick

"Beginning with this **NewsLine**, I will try to give you some updates on questions, concerns, issues, and changes affecting the CWEP program and your experiences here at the Graduate College of Social Work. As I told you at our annual meeting in August, I wanted to increase **effective communication** with the CWEP students. Effective communication starts with **listening** and we try to do that by listening to the evaluation results each year and to the questions that you ask about CWEP and CPS. I will try to give you concise and clear answers to your questions and concerns that you raise with any of the CWEP staff so please feel free to let us know what questions you have and also what positives activities you have experienced.



Effective communication is a two way street and I promise to try my best to keep you up to date, but I need each of you to try your best to effectively communicate with us so we can work together to improve the CWEP program and improve the overall quality of service in CPS because of what we accomplish together. Please feel free to contact me jpapick@uh.edu and please visit our web page at <http://www.sw.uh.edu/communityoutreach/cwep.php> for other current information about CWEP. Let us strive together to make improvements this year so that **together we can build a quality program for CPS and the families and children we serve together.**"



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Student Spotlight



This month we are highlighting



GUTIERREZ, MICHELLE A.

1. How did you come to social work?

I have always been intrigued by human behavior and reactions. Therefore, I received my undergrad degree in psychology. It wasn't until my work with CPS that I became interested in social work. I began to see **the impact of culture and environment had on people's behavior along with the family system.**



2. What was your favorite class?

My favorite class was **Dr. Ngyuen's "Confronting Oppression"**. After completing that course, I felt prepared to face upcoming challenges regarding graduate school and social issues. It made me more alert towards oppression issues and understand my own beliefs. I contribute this enhancement of my academic career to Dr. Peter Ngyuen and his commitment to his students. **Dr. Brown's "Shame"** class was also my favorite as it allowed me room to grow.



3. What are your hobbies?

I enjoy spending time with my family and friends. I also enjoy running and any outdoor activity.

4. What year are you in the program?

This is my third year, and my **expected graduation date is August of 2008.** I can't believe it is near as it went by so fast.

Shaken Baby Syndrome

Shaken Baby Syndrome (SBS) is the collection of signs and symptoms resulting from the **violent shaking of an infant or small child.** In the U.S.A., it is estimated that **1200 to 1400 children each year** are present for treatment due to severe shaking. Of these, 25 to 30 percent die as a result of their injuries. Many of the survivors have **life-long complications**, including retinal hemorrhage (often leading to blindness or visual impairments), developmental delay, motor defects, and seizures. Common symptoms suggesting SBS are: respiratory difficulty, irritability, decreased muscle tone, poor feeding, vomiting, soft spot on the head bulges, rigidity, inability to lift head, and inability of eyes to track and focus.

Two websites are recommended:

- i) *National Center on Shaken Baby Syndrome: www.dontshake.com;*
- ii) *Shaken Baby Syndrome Prevention Plus: www.sbsplus.com*



ANNOUNCEMENTS

Learning Enhancement Opportunity (LEO):

A CWEP mentorship program to enhance students' learning in the MSW program

"Since no one has utilized **LEO** in the past year and very few of you consulted our LEO mentor in the past, we cannot justify the continuation of this mentorship program. If you feel a need to continue this program, please contact **Dr. Monit Cheung** via email (mcheung@uh.edu) **before Nov. 30, 2007.**"



Self Examination for Life Foundations (SELF) SOCW 7398 (Spring '08)

- ✓ If you want to improve your practice effectiveness when working with children and families;
- ✓ If you are interested in examining the relationship between the personal and professional self in practice with a specific focus on child protective services, **this individualized course is right here for you. The class is limited to 6 CWEP advanced level students.**

*If interested, please email **Dr. Trish Taylor** at ptaylor2@uh.edu for a pre-enrolment interview.*



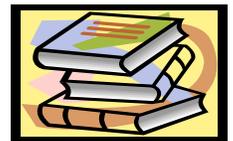
SOCW 7344 Family Violence (Instructor: Shetal Vohra-Gupta) will be offered in **Spring 2008**. It is a highly recommended CWEP course (and Children & Families Practice Elective) for those who want to learn skills to deal with three types of family violence: **Child abuse, partner abuse and elderly abuse**. Please talk with **Jan Leger** (your academic advisor) if you would like to take this course as your practice elective.



CWEP Lending Library

Exclusively for Faculty and CWEP Students

Our library have some **new books** that have been recently been added. You are most welcome to use it. Please come to **Dr. Trish Taylor** and check it out through her. You may also view our library catalog via this link: <http://www.sw.uh.edu/documents/cwep/CWEPLibraryCatalog.pdf>



CWEP NewsLine

CWEP Newline has been published **since January 30, 2001**. Newline past issues (dated back October 2003) have been posted continuously in the CWEP website. If you would like to review any of these issues, please go to: http://www.sw.uh.edu/communityoutreach/cwep_students.php, or simply click to the **CWEP website** and select "**Current Students**" to view these and other child welfare resources.



Topic Sharing: “What/Who Do Supervisors Supervise?”

By Eric Harvey

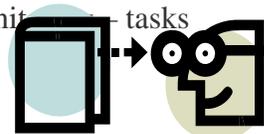
Founder and President, WalkTheTalk.com

Think about the title “**supervisor**” for a moment. What is it that supervisors do? The simple answer is *supervise*. And that begs the natural, follow-up question: What/who do supervisors supervise? The answer to that one should be obvious: *people*! So it’s no surprise that, once promoted, a sizable portion of your time will (or at least *should*) focus on “**people management**” activities.



Accepting your leadership role means understanding that your “**to-do list**” looks much different than it did as a non-management employee. Now that list includes things like hiring, coaching, counseling, communicating, directing, developing, evaluating, disciplining, and perhaps even the dreaded “f word”: firing. You need to be adept at these activities, knowledgeable about the policies and procedures that guide them, and willing to do whatever is appropriate whenever it’s called for. And that’s just the people side of your job!

You also must manage and oversee the work that is done by those people as well. So, also included in your to-do’s are activities such as planning, scheduling, implementing, and monitoring tasks you’ll also need to be well-versed in.



How do you acquire/enhance the knowledge and skills you need for these different duties and responsibilities? Here are a few ideas:



- **Ask your manager** to help you develop by sharing supervisory tips and techniques he or she has learned over time.
- **Talk with other supervisors** to learn what they do, what they know, and what they’ve experienced.
- Overall, **take responsibility** for your own leadership development and make it a top priority.

Source: <http://www.walkthetalk.com/peer-today-boss-tomorrow-p-149.html>

Student Spotlight

(Continued from p.2... **GUTIERREZ, MICHELLE A**)

5. Do you work for CPS now? If yes, what do you do and how long have you been there?

I am currently a **CPS supervisor** for an investigative unit in Ft. Bend County. I have worked for CPS for **7 ½ years**. I began my CPS career as an investigator in Dallas County. I moved to Ft. Bend County about three years ago.

6. Is there anything else you’d like to share with your fellow students about yourself?

I feel as if I have learned a lot over the past years from the professors; however, the real teaching came from **my colleagues** as they expressed **their ideas, beliefs and experiences**.



MICHELLE!