



CWEP NewsLine

CWEP Website

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

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CWEP Alumni Spotlight

This month we are
highlighting

Carolyn Todd.

1. What is your current position?

CPS Permanency Director. The role of the Permanency Director is to oversee and coordinate activities in the region to ensure cases are moving toward permanency in a timely manner and assist in the resolution of difficult cases.

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

There are many things I liked about the CWEP program. 1) CWEP provided an avenue to **pay for my graduate studies**; 2) CWEP gave me the means to go to graduate school on a part time basis while maintaining fulltime employment. 3) The **CWEP Library** which had many **great resources**; 4) The **support** I received **from CWEP staff**, who were always there to answer my questions and assist me where needed.



3. How did CWEP prepare you for your job?

CWEP has prepared me to address the unique needs and challenges of social work by introducing me to new concepts and theories in social work practice. **CWEP enhanced my knowledge base and skills concerning child and family services. The SELF (Self Examination of Life Foundations) Course** gave me the opportunity to look at how my life experiences, values and perceptions might influence my social work practice. Through the attendance of **CWEP symposiums and resources found in the CWEP newsletters and on the CWEP webpage**, I was kept up-to-date on current social work practices and techniques relevant to child protective services.

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

Don't give up; there really is a light at the end of the tunnel! **Connect with others** who have completed the program for guidance, support and inspiration. And don't forget to **give back to the CWEP program** so that others may have a positive CWEP experience.

5. What are your plans for the future?

I plan to commit to a **long-term career in child welfare.**



Many Thanks to Carolyn!

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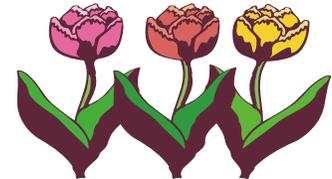
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Director's Comments

Joe Papick

“**Communications** is so important in our every day activities and yet many times we find that we are not getting the messages out that we want. Communications leads to community, to understanding, and to mutual valuing and that is what we hope we can do successfully by maintaining **good open communications between the CWEP staff and students**. We try to be sure that all of the CWEP students receive the messages we intend. We first have our **annual meeting in August** to be sure we all start the year on the same page, we then provide you with information from the NewsLine that we hope you find useful. We have our **annual Town Hall meeting** in conjunction with the **Symposium** to be sure you have a time to ask questions about areas that concern you or issues that affect you. Most important we have our **annual survey** that is so important to us and will let us know how effective our efforts have been and what we need to change to make CWEP more useful to you. **The Student Affairs Coordinator, Brunessia Wilson**, is also one of our efforts to have an effective flow of communication between CWEP staff and students. It is very important that you communicate with her about your school and work schedule, summer classes, your needs and issues so we can better address what you as an individual may need in order to be successful at school and work. Finally, a most important tool in effective communication is our commitment of always having an open door for the CWEP students and we welcome all of you dropping by our offices at any time. However **effective communication is a two way street** and I encourage you to reach out to us and let us know what you are thinking, needing, or doing so we can all find the best way to serve you and ultimately serve the families and children that need us so critically.”



Congratulations to all Graduates!

FALL 2007 Graduates

Cheryl Rochelle, Kelli Guidry

Spring 2008 Graduates

Sereathia Keese Banks, Anne Kozel,
Keishanda Morgan, Jacquelyn Okeke,
LaShawn Roberts-Deckard,
Ashley Martin Robinson,
Paige Scarborough, Will Walker

Summer 2008 Graduates

Michelle Gutierrez,
Ruth Pope



Announcements

CWEP *Spring* **Symposium**

The CWEP Symposium was held on Friday, March 7, 2008. The presentation, which focused on **CPS and the law**, was conducted by two attorney speakers **Ms. Francie Aguirre** (Right on the photo next to Joe) and **Ms. Susan Sciacca** (Left next to Dr. Cheung).



A total of 33 people attended.
What a successful event!



Special Thanks
to
Francie & Susan!

Summer Course (*highly recommended for CWEP students*) Summer III Classes: June 2 ~ August 11, 2008



SOCW 7344: Family Violence
Instructor: Shetal Vohra-Gupta
Tuesdays: 8:30am-12:30pm.

SOCW 7351: Supervision & Consultation
Instructor: Dr. Trish Taylor
Tuesdays: 1:00pm-5:00pm

Please also go to summer schedule to check other elective courses:
<http://www.sw.uh.edu/courseschedule/summer2008.php>

Promoting Healthy Families, Preventing Abuse



Order your **free** copies of **Promoting Healthy Families in Your Community: 2008 Resource Packet** today! Developed for service providers, the packet highlights strategies to strengthen families by promoting key protective factors that prevent child abuse and neglect. It also includes tip sheets in both English and Spanish to share with parents.



The **Resource Packet** and corresponding poster can be downloaded or ordered at www.childwelfare.gov/preventing/res_packet_2008. Or contact **Child Welfare Information Gateway** at 1.800.394.3366 or info@childwelfare.gov

Call for Papers for the *Scaling the Summit Institute*

The *Scaling the Summit Institute* committee is looking for presentations on practical strategies to address **recruitment, selection, and retention issues** that show some evidence of success.

Date: August 5 and 6, 2008

Place: University of Denver, Denver, Colorado

Presented by the Butler Institute for Families

Application & Registration:

http://www.thebutlerinstitute.org/projects_wrrrp_scalingthesummit.cfm



The Child Trauma Academy: The Neurosequential Model of Therapeutics (NMT)

This **teaching model** has been useful for helping clinicians and front-line staff better understand the **neurodevelopmental principles** involved in many of the primary symptoms as well as strengths in the children they serve.

Training Dates: All ten sessions take place on Fridays from April 25-August 15, 2008, 11:30 am to 1 pm.

*Enrollment for Spring /Summer NMT Case-based Training Series has begun!
Participate Via Internet!*



For details, go to http://www.childtrauma.org/ctaServices/NMT_Spring_Summer_08_CaseBasedTraining_Schedule.pdf or contact Jana Rosenfelt to reserve your spot at JLRosenfelt@ChildTraumaAcademy.org or (281) 932-1375.

CWEP Student Spotlight

This month we are **highlighting**

Ruthie
Pope

1. How did you come to social work?

I want to eventually **open my own international adoption agency** and discovered that the degree that would prepare me the most was a social work one. I have traveled extensively in some pretty poor countries, and my heart breaks at the thought of all those children sitting in an orphanage when they could be with a forever family that is dying for a child!

2. What was your favorite class?

I am currently in the **SELF class with Dr. Taylor** and am surprisingly really getting into it. I don't normally do a lot of self reflection so it has been opening my eyes to how much my personal views impact my practice. It is also getting me excited about actually being in practice! **Dr. Brown's Shame class** would be a close second.

3. What are your hobbies?

I LOVE to travel! I'm getting more and more into photography and I read all the time.

4. What year are you in the program?

This is my third and final year! :o)



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

Yes. I worked as an **investigator** for almost three years and have just recently become an On-the-Job-Training Supervisor. I supervise new employees while they are completing their training.

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

I am always interested in **exchanging information about international adoption!**



Many Thanks to Ruthie!

Longitudinal Studies of Child Abuse and Neglect (LONGSCAN), Assessments 0-9

Investigator(s): LONGSCAN Consortium

LONGSCAN is a consortium of research studies operating under common by-laws and procedures. It was initiated in 1991 with grants from the **National Center on Child Abuse and Neglect** to a coordinating center at the **University of North Carolina** at Chapel Hill and five data collection sites. Each site is conducting a separate and unique research project on **the etiology and impact of child maltreatment**.

Goal: LONGSCAN aims to follow the **1300+ children and their families** until the children themselves become young adults.



Methodology:

- **Comprehensive assessments of children, their parents, and their teachers** have been completed at child ages 4, 6, and 8.
- Annual caregiver **telephone contact interviews** have been completed through child age 9. Data collection continues at child ages 12, 14, 16, and 18.
- **Maltreatment data** are collected from multiple sources, including **review of Child Protective Service records** every two years and **child self report** beginning at age 12.
- **Yearly telephone interviews** allow the sites to track families and assess yearly service utilization and important life events.



Findings: LONGSCAN will provide a scientific basis for policy-making, program planning, and targeting service delivery by increasing our understanding of the following:

- **the child, family, and community factors** which **increase** the **risk for maltreatment** in its different forms;
- the **differential consequences of maltreatment**, depending upon its **timing, duration, severity, and nature, and upon the child's age and cultural environment**;
- **the child, family, and community factors** (e.g., chronic exposure to violence, parental substance abuse) that **increase the harm caused by different forms of maltreatment**;
- the factors that increase the probability of positive child outcomes despite maltreatment and other adverse life circumstances;
- the **strengths and weaknesses** of various **societal interventions** such as **child welfare programs, foster care, mental health services, parenting classes, etc.** Some of the sites are involved in intervention research and evaluation of services, expediting the **integration of research findings into policy and practice**.

This text is summarized from the original source:

http://www.ndacan.cornell.edu/NDACAN/Datasets/Abstracts/DatasetAbstract_121.html