



Curriculum Development Review Process and Specifications



Milwaukee Child Welfare Partnership
Dedicated to professional development



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Introduction

Milwaukee Child Welfare Partnership for Professional Development policy requires that a content outline or a formal curriculum be developed using a standardized format and review process. The Curriculum Development Review Process and Specifications handbook is a user-friendly tool that, when followed, will result in stronger curriculum that addresses the training needs of the Bureau of Milwaukee Child Welfare staff. Its purpose is to ensure a consistent process for development, review and approval of new and updated curriculum and to ensure consistency in the formatting of newly developed curriculum.

The Curriculum Process Owner and members of the Curriculum Development Workgroup are available to guide you through the steps outlined in the Curriculum Development Review Process and Specifications handbook.

A special thank you to the Curriculum Development Workgroup (Marta Magnuson (chair) Ericka Copeland-Malone, Danielle Hayes, Cindy Muhar, and Pat Parker) for their work on this document.

November 2016

Overview of Curriculum Development Terms

What is “Curriculum Development?”

The entire process of moving from an idea to high quality, delivery-ready instruction, including:

- Identifying needs
- Defining objectives
- Identifying content
- Creating instructional strategies
- Designing materials and resources
- Preparing instructors
- Instructing
- Assessing results

A sound curriculum development process includes steps well-established in the instructional design literature to ***build quality into the process***, making it less likely that critical steps will be left out and the results diminished.

What is “Curriculum”?

Curriculum is the entire final “package” of resources used during a training:

- Handout Packet
- Loose Handouts
- Posters
- PowerPoints
- Trainer Guide
- Videos

Qualities of a sound Curriculum Development Process

- **Consistent and flexible**—steps are set but they may be executed differently in different situations
- **Roles are defined**—allows for inclusion while minimizing misunderstanding and conflict
- **Clarifies process ownership**--process owner acts as “keeper of the process,” offering help in working through steps, overcoming barriers, making instructional design decisions, etc. as needed.
- **Includes “checks and balances”**—helps mitigate individual or group biases
- **Format is consistent and predictable**—makes transferring material and having multiple trainers much easier

Curriculum Development Process (New Curriculum)

This process is used for creating new curriculums, trainings without written trainer's guide, or curriculums that are being overhauled and need all new competencies and learning objectives.

Timeline: Keep in mind that materials and packing lists need to be set 4 weeks before the course will be taught. We recommend that you start this process 6 months in advance. Three months out, when advertising starts, you should have your outline approved and set (#10 on this list.) If you don't have the outline done and approved, you should consider pushing back the pilot date for your course to give yourself more time.

Step One: Identify Training Needs and Learning Outcomes

1. Training request received or identified (MCWP staff member, aka Project Lead)
2. Get approval from Program Manager (Project Lead)
3. Meet with Curriculum Process Owner to discuss project needs and next steps (Project Lead and/or Program Manager and Curriculum Process Owner)
4. Identify job tasks, skills, knowledge, and/or competencies (Project Lead and possibly other Content Expert/s)
5. Get approval from program workgroup and/or Program Manager (Project Lead)
6. Select Curriculum Writer and work with that person to design learning objectives based on #3 (Project Lead & Curriculum Writer)

Step Two: Create Project Timeline and Inform Necessary Staff

7. Create a work plan with a timeline for completing the project (Project Lead and Curriculum Writer)
8. Have meeting with Admin Lead about logistics and budget (Project Lead and Curriculum Writer)
9. Inform Partnership of title of training and projected timeline at next All Staff Meeting (Project Lead)

Step Three: Write Curriculum and Submit Drafts

10. Provide Curriculum Writer with information needed to write curriculum (written summaries articles, statutes, reports, research, PowerPoints, other curriculums, etc.) (Project Lead and Content Expert/s)
11. Create training outline for approval from workgroup and/or Program Manager (Curriculum Writer)
12. Submit first draft** and get feedback from Project Lead and other relevant Content Experts (Curriculum Writer)
 - a. Content feedback (Project Lead or Content Expert)
 - b. Formatting Feedback (Curriculum Workgroup Member)
13. Make updates based on feedback (Curriculum Writer)
14. Submit final draft and get feedback again (Curriculum Writer)
 - a. Content feedback (Project Lead or Content Expert)
 - b. Formatting Feedback (Curriculum Workgroup Member)
 - c. Proofreading for spelling and grammar (MCWP Staff Member)
15. Make final updates (Curriculum Writer)

Step Four: Pilot Training and Make Final Updates

16. Final Sign-off that curriculum aligns with MCWP standards (Project lead, Process Owner)
17. Pilot training (Project Lead, Trainer, Observer)
18. Have meeting about pilot and make additional updates if necessary (Project Lead, Trainer, Curriculum Writer, Admin Lead, Process Owner, Observer). *This step may happen more than once.*

Curriculum Revision Process (Major Revision)

This process is used for written curriculums that need revisions to handouts, trainer's guides, or minor revisions to outcomes or objectives.

Timeline: Keep in mind that materials and packing lists need to be set 4 weeks before the course will be taught. Therefore, we recommend that you start a revision process 3 months in advance.

Step One: Identify New Training Needs and Learning Outcomes

1. Training revision request received or identified (MCWP staff member, aka Project Lead)
2. Get approval from Program Manager (Project Lead)
3. Meet with Curriculum Process Owner to discuss project needs and next steps. (Project Lead and/or Project Manager and Curriculum Process Owner)
4. Make updates to any of the curriculum's job tasks, skills, knowledge, and/or competencies (Project Lead and possibly other Content Expert/s)
5. Get approval from program workgroup and/or Program Manager (Project Lead)
6. Select Curriculum Writer and work with that person to update learning objectives based on #3 (Project Lead & Curriculum Writer)

Step Two: Create Project Timeline and Inform Necessary Staff

7. Create a work plan with a timeline for completing the project (Project Lead and Curriculum Writer)
8. Have meeting with Business Manager about logistics (Project Lead and Curriculum Writer)
9. Inform Partnership at next All Staff Meeting (Project Lead)

Step Three: Revise Curriculum and Submit Drafts

10. Provide Curriculum Writer with information needed to revise curriculum (written summaries, articles, statutes, reports, research, other curriculums, etc.) (Project Lead and Content Expert/s)
11. Create training outline of updated sections for approval from workgroup and/or Program Manager (Curriculum Writer)
12. Submit first draft and get feedback from Project Lead and other relevant Content Experts (Curriculum Writer)
 - a. Content feedback (Project Lead or Content Expert)
 - b. Formatting feedback (Curriculum Workgroup Member)
13. Make updates based on feedback (Curriculum Writer)
14. Submit final draft and get feedback again (Curriculum Writer)
 - a. Content feedback (Project Lead or Content Expert)
 - b. Formatting feedback (Curriculum Workgroup Member)
 - c. Proofreading for spelling and grammar (MCWP Staff Member)
15. Make final updates (Curriculum Writer)

Step Four: Pilot Revised Training and Make Final Updates

16. Final Sign-off that curriculum aligns with MCWP standards (Process Owner)
17. Pilot revised training (Project Lead and Trainer)

18. Have meeting about pilot and make additional updates if necessary (Project Lead, Trainer, Curriculum Writer, Admin, Process Owner) *This step may happen more than once.*

Minor Revision Process

The following items would be considered minor revisions:

Curriculum

- Typo in PowerPoint, handout or activity
- Video that is already being used needs to be imbedded in PowerPoint
- Updated activity supplies/tools
- Change to handouts such as colored copies, paper, or lamination

Packing List

- Room set-up
- Loose handouts placement in the room
- Activity supplies or tools
- Any new supply item or material – folders, binders, rings

PDS

- PDS class description
- Learning objectives rewording, not major change
- Intended audience
- Pre-requisites or required class order

Process when changes are made by admin staff

1. Get approval from Program Manager (Project Lead)
2. Email mcwp@uwm.edu and cc magnuson@uwm.edu
3. Admin staff will contact person requesting a revision
4. Admin staff member will make desired changes
5. Process Owner will make changes to Trainer Guide if necessary

OR

Process when changes are made by program staff

1. Get approval from Program Manager (Project Lead)
2. Program staff member will email mcwp@uwm.edu to notify them that documents will be changed/updated by a specific date.
3. Once changes have been made (on or before the date specified in step #1), the program staff member will email the documents to mcwp@uwm.edu

Curriculum Development Process Roles (New Curriculum)

Below is a breakdown of the various MCWP staff member roles involved in the curriculum development process. The steps of the process that involved a role are listed below.

Admin Lead

- Has meeting with Project Lead and Curriculum Writer about logistics #7
- Have meeting about pilot and make additional updates if necessary #17

Content Expert/s

- Helps identify job tasks, skills, knowledge, and/or competencies #3
- Provide Curriculum Writer with information needed to write curriculum #9
- First Draft content feedback #11
- Final Draft content feedback #13
- Have meeting about pilot and make additional updates if necessary #17

Curriculum Process Owner (Marta)

- Meet with Curriculum Process Owner to discuss project needs and next steps #2
- Final Sign-off that curriculum aligns with MCWP standards #15
- Have meeting about pilot and make additional updates if necessary #17

Curriculum Writer

- Select Curriculum Writer and work with that person to design learning objectives #5
- Create training outline for approval from workgroup and/or Program Manager #10
- Submit first draft** and get feedback from Project Lead and other relevant Content Experts #11
- Make updates based on feedback #12
- Submit final draft and get feedback again #13
- Make final updates #14
- Have meeting about pilot and make additional updates if necessary #17

Curriculum Workgroup Member (Cindy, Erikca, Marta or Pat)

- Formatting Feedback #11
- Final Formatting Feedback #13

MCWP Staff Member

- Proofreading for spelling and grammar #13

Program Manager and/or Program Workgroup

- Get approval of job tasks, skills, knowledge, and/or competencies from program workgroup and/or Program Manager #4
- Create training outline for approval from workgroup and/or Program Manager #10

Project Lead

- Training request received or identified #1
- Meet with Curriculum Process Owner to discuss project needs and next steps #2
- Identify job tasks, skills, knowledge, and/or competencies #3
- Get approval from program workgroup and/or Program Manager #4
- Select Curriculum Writer and work with that person to design learning objectives #5
- Create a work plan with a timeline for completing the project #6
- Have meeting with Admin Lead about logistics and budget #7
- Inform Partnership of title of training and projected timeline at next All Staff Meeting #8
- Provide Curriculum Writer with information needed to write curriculum #9
- Content feedback #11
- Final content feedback #13
- Final Sign-off that curriculum aligns with MCWP standards #15
- Pilot training #16
- Have meeting about pilot and make additional updates if necessary #17

Trainer

- Pilot training #16
- Have meeting about pilot and make additional updates if necessary #17

Training Observer

- Pilot training #16

Have meeting about pilot and make additional updates if necessary #17

Checklists

On the following pages you will find the checklists for evaluating curriculums.

Child Welfare Program Content Review Checklist

Curriculum Title _____

Curriculum Developer _____

Type of Curriculum: New Revision

Version: First Draft Second Draft Final Draft

Content Review Questions		Yes	No
Content Evaluation			
<input type="checkbox"/>	Does the content address the competencies?		
<input type="checkbox"/>	Does the content address the learning objectives?		
<input type="checkbox"/>	Are learning objectives behaviorally written?		
<input type="checkbox"/>	Is the information consistent between sections of the curriculum?		
<input type="checkbox"/>	Are there trainer instructions and activities with substantive content?		
<input type="checkbox"/>	Is there sufficient content as a foundation of the training?		
<input type="checkbox"/>	Are appropriate activities used?		
Comments:			

Culture and Diversity		Yes	No
<input type="checkbox"/>	Does the overall curriculum incorporate cultural diversity issues?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum include discussion/demonstration of cross-cultural communication and identify potential miscommunication or conflict?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	In addressing culture, does the curriculum include internal and external dimensions that influence people?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Do the case studies, case examples, and role plays include culturally specific examples of more than one culture?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum demonstrate the professional's role in being culturally responsive to the diverse groups being served?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum reflect current research on subject matter and cultural diversity issues?	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>			

Adult Learning Principals	Yes	No
Does the content include all of the following instructional modes: lecture, reading, audiovisual, demonstration, discussion, practice by doing, teaching others		
Does the curriculum include direct concrete experiences that allow trainees to apply the learning in the real world?		
Does the structure provide opportunities for peer support?		
Are there opportunities to provide structural helpful feedback to trainees on how they are doing?		
Can trainees participate in small group activities to move beyond understanding to application, analysis synthesis and evaluation?		
Comments:		

Transfer of Learning		Yes	No
<input type="checkbox"/>	Do the stories, examples and scenarios used in the training relate to the real world?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the content use a variety of examples to strengthen a concept?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Are the idea catcher and action plan integrated into the training?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum use visual, auditory and kinesthetic training methods and activities?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Comments:		

Curriculum Design/Levels of Learning?		Yes	No
<input type="checkbox"/>	Do key concepts stand out?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Are key concepts repeated and/or revisited often?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum follow Bloom's levels of learning?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Is there an appropriate level of depth?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Are sections of content logically connected?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Reviewers:

Training Manager _____ Date _____

Adult Learning Principals	Yes	No
Does the content include all of the following instructional modes: lecture, reading, audiovisual, demonstration, discussion, practice by doing, teaching others?		
Does the curriculum include direct concrete experiences that allow trainees to apply the learning in the real world?		
Does the structure provide opportunities for peer support?		
Are there opportunities to provide structural helpful feedback to trainees on how they are doing?		
Can trainees participate in small group activities to move beyond understanding to application, analysis synthesis and evaluation?		
Comments:		

Transfer of Learning		Yes	No
<input type="checkbox"/>	Do the stories, examples and scenarios used in the training relate to the real world?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the content use a variety of examples to strengthen a concept?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum use visual, auditory and kinesthetic training methods in examples and activities?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Comments:		

Curriculum Design/Levels of Learning		Yes	No
<input type="checkbox"/>	Do key concepts stand out in the design of the curriculum?		
<input type="checkbox"/>	Are key concepts repeated and/or revisited often?		
<input type="checkbox"/>	Does the curriculum follow the levels of learning?		
<input type="checkbox"/>	Is there an appropriate level of depth?		
<input type="checkbox"/>	Are sections of content logically connected?		
<input type="checkbox"/>			
Comments:			

Reviewers:

Training Manager _____ Date _____

Adult Learning Principals	Yes	No
Does the content include all of the following instructional modes: lecture, reading, audiovisual, demonstration, discussion, practice by doing, teaching others?		
Does the curriculum include direct concrete experiences that allow trainees to apply the learning in the real world?		
Does the structure provide opportunities for peer support?		
Are there opportunities to provide structural helpful feedback to trainees on how they are doing?		
Can trainees participate in small group activities to move beyond understanding to application, analysis synthesis and evaluation?		
Comments:		

Transfer of Learning		Yes	No
<input type="checkbox"/>	Do the stories, examples and scenarios used in the training relate to the real world?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the training address implementation of core competencies and skills in participants' work roles?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the content use a variety of examples to strengthen a concept?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Are there appropriate opportunities for participants to process what they're learning during the training?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum use visual, auditory and kinesthetic training methods and activities?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Comments:		

Curriculum Design/Levels of Learning?		Yes	No
<input type="checkbox"/>	Do key concepts stand out?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Are key concepts repeated and/or revisited often?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Does the curriculum follow Bloom's levels of learning taxonomy?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Is there an appropriate level of depth?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Are sections of content logically connected?	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Reviewers:

Training Manager _____ Date _____

Format Review Checklist

Curriculum Title _____

Curriculum Developer _____

Type of Curriculum: New Revision

Version: First Draft Second Draft Final Draft

Curriculum Review Questions		Yes	No
Workshop Directory Page			
<input type="checkbox"/>	Is the title of the training correct?		
<input type="checkbox"/>	Are the hours listed and correct?		
<input type="checkbox"/>	Is the date of the most recent draft indicated?		
<input type="checkbox"/>	Is the training description accurately reflect the training content?		
<input type="checkbox"/>	Are the learning objectives measurable?		
<input type="checkbox"/>	Is the target audience defined?		
Cover Page			
<input type="checkbox"/>	Has the UWM & MCWP logo been inserted?		
<input type="checkbox"/>	Is the title of the training correct?		
<input type="checkbox"/>	Is the University and School name correct?		
Acknowledgement Page			
<input type="checkbox"/>	Are the names spelled correctly?		
<input type="checkbox"/>	Are all the titles of individuals correct?		
Overview of the Curriculum			
<input type="checkbox"/>	Is the title of the training correct?		
<input type="checkbox"/>	Is <i>Overview of the Curriculum</i> below the title of the training?		
<input type="checkbox"/>	Are the learning objectives measurable and in bullet format?		
<input type="checkbox"/>	Are the hours consistent with those listed on the Directory page?		
<input type="checkbox"/>	Are materials listed?		
<input type="checkbox"/>	Are equipment needs indicated?		

<input type="checkbox"/>	Is the room set-up indicated?		
<input type="checkbox"/>	Does the target audience match the Directory page?		
<input type="checkbox"/>	Are the trainer qualifications rational and specific?		
Agenda			
<input type="checkbox"/>	Is the title of the training correct?		
<input type="checkbox"/>	Does the length of the training match the hours on the Directory page?		
<input type="checkbox"/>	Do the titles of each section match the title in the curriculum text?		
<input type="checkbox"/>	Are the page numbers accurate?		
Section Cover Page			
<input type="checkbox"/>	Is the section number and title listed?		
<input type="checkbox"/>	Are learning objectives measurable?		
<input type="checkbox"/>	Do the methods of presentation match the content?		
<input type="checkbox"/>	Does the timing match the agenda?		
<input type="checkbox"/>	Are all the advance preparations listed?		
<input type="checkbox"/>	Are the handouts in the order they appear in the curriculum?		
<input type="checkbox"/>	Are the PowerPoint slides in the order they appear in the curriculum?		
<input type="checkbox"/>	Is the materials list complete?		
<input type="checkbox"/>	Are references listed and in APA format?		
Section Content			
<input type="checkbox"/>	Does the content match the type of curriculum to be developed?		
<input type="checkbox"/>	Is the section number and title consistent with the Section Cover Page?		
<input type="checkbox"/>	Does the overview address the content?		
<input type="checkbox"/>	Are clear directions given for each step?		
<input type="checkbox"/>	Are handouts and slides numbered and in bold?		
<input type="checkbox"/>	For formal curriculum: Is the spoken word italics?		
References			
<input type="checkbox"/>	Is the bibliography in APA style?		

<input type="checkbox"/>	Are the resources within the last 8 years (or most relevant)?		
Guide to Handouts			
<input type="checkbox"/>	Is the title of training correct?		
<input type="checkbox"/>	Do the section numbers match the agenda?		
<input type="checkbox"/>	Do the handouts within each section match the Section Cover Page?		
<input type="checkbox"/>	Do the titles of the handouts match the actual handouts?		
<input type="checkbox"/>	Do the numbers of pages match the actual handouts?		
<input type="checkbox"/>	Are the handouts in numerical order?		
Handouts			
<input type="checkbox"/>	Are handouts clear and concise?		
<input type="checkbox"/>	Do handouts relate to the content?		
<input type="checkbox"/>	Do the handouts contain a footer with the correct information?		
<input type="checkbox"/>	Are the handouts listed in the section content?		
Slides			
<input type="checkbox"/>	Do the slides contain graphics?		
<input type="checkbox"/>	Are slides clear and concise?		
<input type="checkbox"/>	Do the slides related to the content?		
<input type="checkbox"/>	Do the slides contain a footer with the correct information?		
Overall Review			
<input type="checkbox"/>	Has a spell check been completed?		
<input type="checkbox"/>	Is there a footer on every page beginning with the Overview page?		
<input type="checkbox"/>	Does the footer contain the correct information?		

Additional Comments:

Reviewer _____ Date _____

TEMPLATE

The template curriculum starts on the next page.

Workshop Directory Page

TITLE:

NUMBER OF HOURS:

DATE:

TRAINING DESCRIPTION:

WHAT WILL THE PARTICIPANTS LEARN:

WHO SHOULD ATTEND:



Professionalism for the Child Welfare Worker

Acknowledgements

Title of Class

Overview of Curriculum**Competency:****Learning Objectives:****Length of Workshop:****Materials Needed:****Equipment Needed:****Resources:****Room Set-Up:****Target Audience:****Trainer Qualifications:**

Symbol	Name	Meaning
	Lecture	Information that should be read or paraphrased for students

Professionalism in Child Welfare

Agenda

I. Introduction	15 minutes	Pages 7-9
II. Child Welfare Work Profession	50 minutes	Pages 10-13
III. Ethics and Values of the Professional	65 minutes	Pages 14-22
	Break 15 minutes	
IV. Evolution of the Social Work Profession	40 minutes	Pages 23-29
V. NASW & MPSW 20 (Part 1)	45 minutes	Pages 30-37
	Lunch 1 hour	
V. NASW & MPSW 20 (Part 2)	40 minutes	Pages 30-37
IV. Internal Conflict/External Action (Part 1)	35 minutes	Pages 38-46
	Break 15 minutes	
IV. Internal Conflict/External Action (Part 2)	60 minutes	Pages 38-46

These times are estimations and are on the long end of those estimations. Depending on the students in your class (e.g., expertise and participation levels), some of these sections may take more or less time or perhaps be skipped completely. Flexibility is key!

I. Introduction

Learning Objectives:

Method of Presentation:

Timing:

Advance Preparation:

Handouts:

Slides:

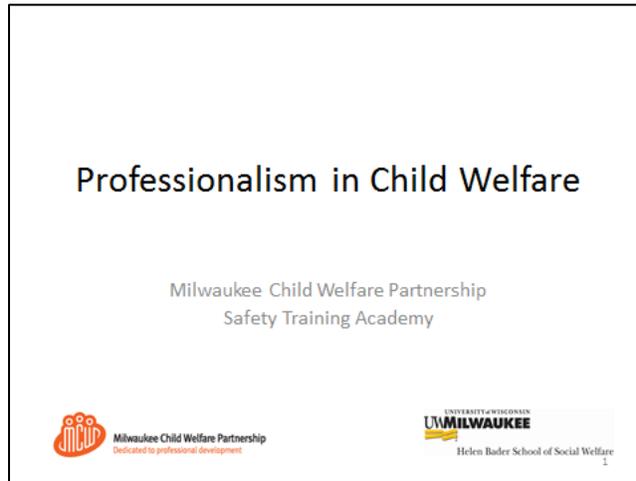
Materials Needed:

References:

I. Introduction

Introductions will be given and an outline of the course will be provided. Upon completion of this section, participants will know what they can expect to learn and why it is important.

Step One: Trainer Introduction



Slide #1 The trainer should welcome participants to the training, provide the name of the training and then introduce her/himself, including education and professional background. You may decide to add an icebreaker or introduction activity, if participants have not met one another in the previous trainings.

Ensure each participant has the handouts packet and refer each participant to **Handout #1: The Agenda**  and go over the agenda with the participants. Be careful to note the times when you expect to give breaks. Remind participants that this is a tentative agenda.

Step Two: Course Overview

Milwaukee Child Welfare Partnership - TEMPLATE
Professionalism for Child Welfare Workers
May 2014

Learning Objectives

- **Articulate** the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- **Demonstrate and explain** social work values and principles in child welfare practice
- **Apply** the mandates of MPSW 20, the guiding principles of the NASW Code of Ethics, and standards of practice in the provision of family-centered child welfare services
- **Identify** ethical dilemmas when they occur
- **Apply** a process of resolving ethical dilemmas in regular practice

Slide #2 Refer participants to **Handout #2: Learning Objectives**  and emphasize the importance of each learning objective.



Emphasize why this session is important, by pointing out that it will help participants complete each of the above learning objectives.

Refer participants to **Handout #3: Copies of the Slide Slides** . Participants should know that they have copies of every Slide for the training, so they can follow along and take notes on the Slide slides.

Time: 15 minutes

(Jisk & Breidel, 2002)

References

EXAMPLE CURRICULUM

An example of a MCWP curriculum can be found starting on the next page.

Workshop Directory Page

TITLE: Professionalism for Child Welfare Workers

NUMBER OF HOURS: 6 (One Day)

DATE:

TRAINING DESCRIPTION:

This one-day course is designed to inform the participant of the professional tenants, values and ethics associated with public child welfare case work. The instructor will present information on the function and authority of public child welfare; how professional social work values, ethics and codes of conduct guides case work practice including confidentiality and boundaries; the history of child welfare and the philosophies that shaped child protective services. Participants will be given the definition of child safety, an outline case management functions and competencies in Child Protective Services.

WHAT WILL THE PARTICIPANTS LEARN:

Participants will be able to:

- Articulate the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- Demonstrate and explain social work values and principles in child welfare practice
- Apply the mandates of MPSW 20, the guiding principles of the NASW Code of Ethics, and standards of practice in the provision of family-centered child welfare services
- Identify ethical dilemmas when they occur
- Apply a process of resolving ethical dilemmas in regular practice

WHO SHOULD ATTEND:

All participants in the *New Staff Safety Intervention Training Academy* or any staff who have never had or need a refresher on the fundamentals of ethics in family centered case management.



Professionalism for the Child Welfare Worker

Acknowledgements

The following people at the Milwaukee Child Welfare Partnership were integral to the creation of this curriculum: Pat Parker, Marta Magnuson, Dion Racks, and Meica Hatters.

The following resources also informed the content of this training curriculum:

Professionalism in the Child Welfare Setting developed for the NEW Partnership for Children and Family from the University of Wisconsin—Green Bay was cited heavily in the creation of this curriculum. Some content (slides and copy) have been used verbatim.

Thank you to all those who helped shape this curriculum.

Professionalism in Child Welfare

Overview of Curriculum

Child protective service workers need to function in a manner that promotes trust and authority in the communities they serve and be able to make decisions that are guided by state regulation and informed by standards of professional practice. As a result, it is vital that they have a clear understanding of the standards of practice and conduct that governs their agencies and individual actions. Acquiring these skills and levels of understanding will encourage their success in the field.

New Bureau of Milwaukee Child Welfare staff often have varying levels of prior knowledge and experience with social work professional standards and the processes associated with making professional decisions. This training will give participants the knowledge and skills they need to follow the standards of practice governing their agencies and actions. This curriculum is designed to be a review for experienced individuals and an introduction for novice children protective service workers.

Competency: TBA

Learning Objectives:

Participants will be able to:

- Articulate the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- Demonstrate and explain social work values and principles in child welfare practice
- Apply the mandates of MPSW 20, the guiding principles of the NASW Code of Ethics, and standards of practice in the provision of family-centered child welfare services
- Identify ethical dilemmas when they occur
- Apply a process of resolving ethical dilemmas in regular practice

Length of Workshop: 6 hours

Materials Needed:

- Markers
- Curriculum
- PowerPoint file
- Handout packets for participants

Equipment Needed:

- Flip Chart
- Computer with Microsoft Slide and Word software and connected to a projector

- Internet Access

Resources:

- DVD: Orphan Train
- DVD: Ethics at Work
- DVD: I Am Sam
- DVD: Losing Isaiah

Room Set-Up: Tables in groups of 4-5

Target Audience:

All participants in the *New Staff Safety Intervention Training Academy* or any staff who have never had training or needs a refresher on the professional ethics affecting the Child Protective Services Worker.

Trainer Qualifications:

An ideal trainer should have knowledge of basic social work professionalism principles including NASW standards, MPSW 20 codes of conduct, and cardinal values. An understanding of the ethical decision making process in child welfare decision making is also required. The trainer should have experience using the basic principles in adult education. In particular, the trainer must be able to assess prior knowledge and make changes to the curriculum in a way that best serves the learners in that particular training session. In order to make the material relevant, it is also helpful to have child protective services experience.

Symbol	Name	Meaning
	Lecture	Information that should be read or paraphrased for students

Professionalism in Child Welfare

Agenda

I. Introduction	15 minutes	Pages 7-9
II. Child Welfare Work Profession	50 minutes	Pages 10-13
III. Ethics and Values of the Professional	65 minutes	Pages 14-22
	Break 15 minutes	
IV. Evolution of the Social Work Profession	40 minutes	Pages 23-29
V. NASW & MPSW 20 (Part 1)	45 minutes	Pages 30-37
	Lunch 1 hour	
V. NASW & MPSW 20 (Part 2)	40 minutes	Pages 30-37
IV. Internal Conflict/External Action (Part 1)	35 minutes	Pages 38-46
	Break 15 minutes	
IV. Internal Conflict/External Action (Part 2)	60 minutes	Pages 38-46

These times are estimations and are on the long end of those estimations. Depending on the students in your class (e.g., expertise and participation levels), some of these sections may take more or less time or perhaps be skipped completely. Flexibility is key!

I. Introduction

Learning Objectives:

The participants will be able to:

- Share the one thing they hope to learn in today's course
- Locate the agenda for the course in handout packet

Method of Presentation:

- Lecture

Timing: 15 minutes

Advance Preparation:

- Set up Slide presentation on computer and projector
- Have enough handout packets for each participant

Handouts:

- One packet of all handouts (36 pages) for each participant
- Handout #1: The Agenda
- Handout #2: Learning Objectives
- Handout #3: Slide Slides

Slides:

- Slide #1: Cover Slide
- Slide #2: Learning Objective

Materials Needed:

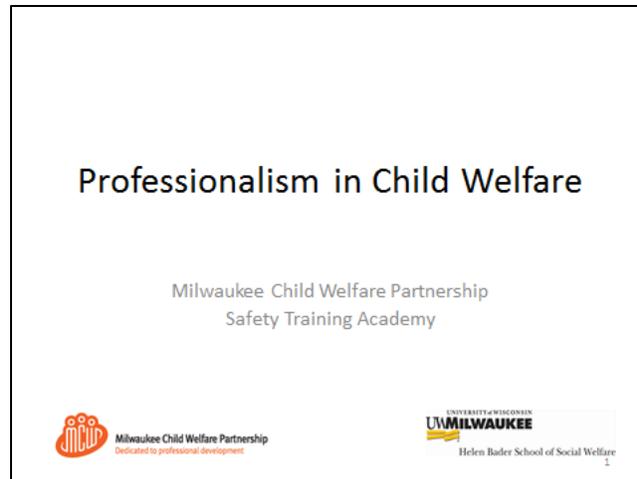
References:

I. Introduction

Introductions will be given and an outline of the course will be provided. Upon completion of this section, participants will know what they can expect to learn and why it is important.

Step One: Trainer Introduction

Your Notes:



Slide #1 The trainer should welcome participants to the training, provide the name of the training and then introduce her/himself, including education and professional background. You may decide to add an icebreaker or introduction activity, if participants have not met one another in the previous trainings.

Ensure each participant has the handouts packet and refer each participant to **Handout #1: The Agenda**  and go over the agenda with the participants. Be careful to note the times when you expect to give breaks. Remind participants that this is a tentative agenda.

Step Two: Course Overview

Learning Objectives

- **Articulate** the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- **Demonstrate and explain** social work values and principles in child welfare practice
- **Apply** the mandates of MPSW 20, the guiding principles of the NASW Code of Ethics, and standards of practice in the provision of family-centered child welfare services
- **Identify** ethical dilemmas when they occur
- **Apply** a process of resolving ethical dilemmas in regular practice

Slide #2 Refer participants to **Handout #2: Learning Objectives**  and emphasize the importance of each learning objective.



Emphasize why this session is important, by pointing out that it will help participants complete each of the above learning objectives.

Refer participants to **Handout #3: Copies of the Slide Slides** . Participants should know that they have copies of every Slide for the training, so they can follow along and take notes on the Slide slides.

Time: 15 minutes

(Jisk & Breidel, 2002)

II. Child Welfare Work Profession

Learning Objectives:

The participants will be able to:

- Demonstrate and explain social work values and principles in child welfare practice

Method of Presentation:

- Lecture
- Large Group Discussion
- Small Group Activity

Timing: 50 minutes

Advance Preparation:

Handouts:

- Handout #3: Slide Slides

Slides:

- Slide #3: Why did you pick this profession?
- Slide #4: Concept Introduction Activity

Materials Needed:

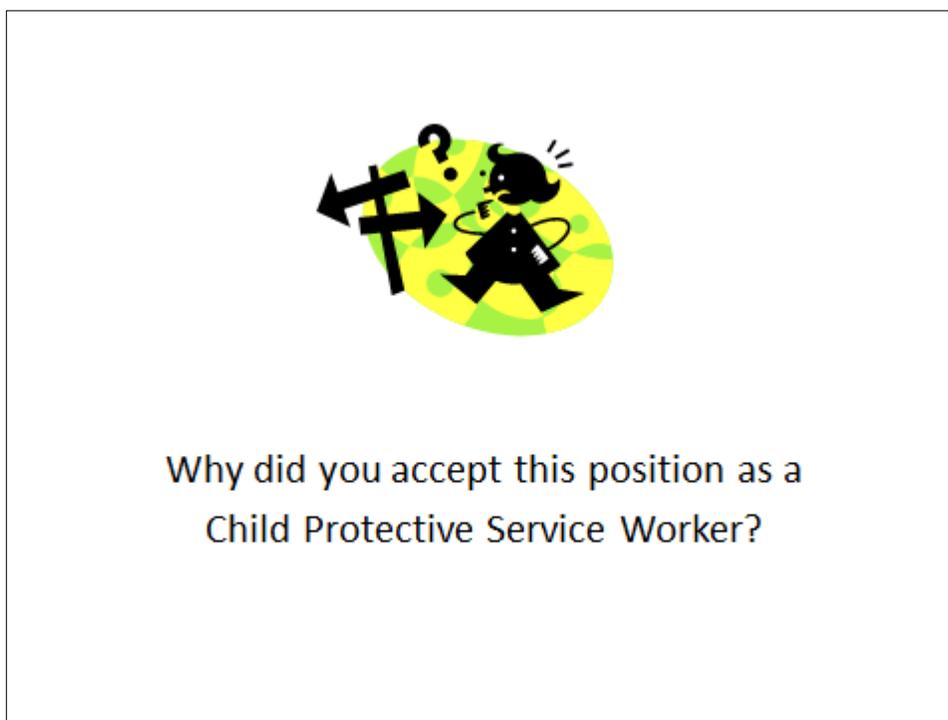
References:

II. Child Welfare Profession

Milwaukee Child Welfare Partnership - HANDOUTS
Professionalism for Child Welfare Workers
May 2014

Overview Section: Learners will be asked to reflect on why they sought out and accepted this position in child protective services. The trainer will ask 1-3 participants to volunteer and share why they picked this career path. The trainer will tie to the student's answers back to their own experience or peer experience, in an effort to acknowledge each person's answer. This activity will lead into a small group activity in which learners are asked to consider how they perceive their role as a child protective services (CPS) worker. These activities will lead into a discussion about child and parental rights and how CPS workers support those rights.

Step One: Lecture & Large Group Discussion



Slide #3

Ask participants to take 5 minutes and write out why they chose to accept the CPS worker positions. Tell participants they may choose to write their answers on the Slide slide #3 in their handout packet (**Handout #3:**

Copies of the Slide Slides ). After 5 minutes has passed ask 1-3 participants from each table to take 1 minute to share their reasons for going into the child welfare field.

Tie participant's answers back to your personal experience and the experiences of their peers. Be sure to acknowledge every person's answer with a "thank you" or story to keep the participant's energy focused on the activity.

Note: The number of participants you ask to share will be dependent on the number of participants.



Go over:

Your role is a special one, so it important that you understand it. Many of you have heard the terms child welfare and child protective services (CPS) used interchangeably. I want to provide some general definitions before we move forward. Child welfare is a board term that encompasses activities that support the well-being of children. Child welfare includes programs that strengthen and support families and promote the well-being of children. For instance, people who work for the Boys and Girls Club may be defined as being in child welfare. It is a general term including an array of services to support the child. As a child protective service worker or CPS worker you are part of child welfare. However, your field and the things you will do are meant to protect children in specific instances. You may be asked to work with parents, guardians, as well as the child to ensure environments are safe and support the child's overall well-being.

Ask for questions regarding this definition?

Your Profession

Three bricklayers were asked what they were doing.

The first replied, "Laying bricks."

The second replied, "Making a living."

The third replied, "I am building a cathedral."

Consider how this story is related to your profession?

Slide #4

Show the "Your Profession" Slide slide.

Go over the information on the Slide slide.

Ask participants to take 5 minutes and at their tables (groups of 4-5) discuss what this slide might mean to their careers as *CPS* workers. After 10 minutes has passed, ask the larger group to come together and focus on the slide. Ask 1 person from each table to take 1-3 minutes to summarize their table's discussion and/or conclusion.

Ask other participants listen and assist the summarizer at their tables when he/she is providing the summary. Other participants should also listen and consider how their table's responses align and differ with the responses of other tables.



Debrief the exercise by going over the following information:

You need to ask yourself, how you feel about your new career, because this affects how you will approach it. Ask yourself, if this is a job, task, or world changing opportunity. Some days your position will feel as if you are “laying bricks” or simply going through the motions. Other days, you will feel as if you are making a slight difference. While some days you will feel like you are “building a cathedral” or changing the world. Regardless of how you feel, you are entering a profession guided by a code of ethics that must be respected. As a professional, these ethics should guide each action you take, even when you feel that you are simply “laying bricks.”

Time: 50 Minutes

III. Ethics and Values of the Professional

Learning Objectives:

The participants will be able to:

- Articulate the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- Demonstrate and explain social work values and principles in child welfare practice

Method of Presentation:

- Lecture
- DVD: Ethics at Work
- Large Group Activity

Timing: 65 minutes

Advance Preparation:

- Prepare the Ethics at Work DVD

Handouts:

- Handout #4: Code of Ethics of The National Association of Social Workers
- Handout #5: MPSW 20 Code of Conduct

Slides:

- Slide #5: Professionalism
- Slide #6: A Professional Posses
- Slide #7: Core Values of the Social Work Profession
- Slide #8: Purpose of Codes of Ethics
- Slide #9: Cardinal Values of the Social Work
- Slide #10: Ethical principles of social work: Inspirational or Aspirational
- Slide #11: Ethics at Work Activity Slide

Materials Needed:

- DVD: Ethics at Work

References:

III. Ethics and Values of the Professional

Overview Section: The concept of professionalism will be introduced and explored with participants through the use of lectures, large group discussion, and the viewing of Ethics at Work. Learners will be asked to consider what being a professional means to their practice as CPS workers, the purpose of the codes, and how the professional standards and ethical principles presented by the NASW may affect actions, decisions, and conduct.

Step One: Lecture

Professionalism

The “integration of one’s professional identity” ~ the I am a child protective service professional piece –...”with one’s profession and it’s overarching values, norms, skill base, codes of conduct and ethics.”

- The child protective service professional strives to be competent, confident, and committed to the communities they serve
- The child protective service professional also strives to conduct oneself “at all times in a fashion which upholds the integrity, standards,” and respect of the profession.

(Jick & Breidel, 2002)

Slide #5



Go over the information on the slide and the statement below

Instead of depending on your own morale code and values, you are subscribing to a set of ethical codes meant to support the larger moral imperative of the social work profession. We all know someone with a great intuition. They seem to “know things about people.” But, do you want someone following her/his “gut feeling,” “first reaction,” or dictating her/his morale judgment when it comes to the lives of you, your children, or your family? No. You want someone who will follow rules, principles of practice, and an ethical code.

A professional is one who possesses:

- “A systematic body of knowledge
- Authority due to expertise
- Authority due to position or sanction by the community
- Code of ethics
- A professional culture
- An obligation to professionalism or to perform competently, which maybe regulated by law”

(Tower, 1993)



Slide #6



Go over:

In short a professional is a person who possesses:

- *“A systemic body of knowledge*
- *Authority due to expertise*
- *Authority due to position or sanction by the community*
- *A code of ethics*
- *A professional culture*
- *An obligation to professionalism to perform competently, which may be regulated by law.” (Tower, 1993)*

The courses you complete during your time with the Academy will help you gain an understanding of the above components or serve as a refresher if you have previous social work education.

Step Two: Lecture & Activity

Core Values of Social Work Profession

- Service
- Social Justice
- Dignity and worth of the person
- Importance of Human relationships
- Integrity
- Competence

(National Association of Social Workers, 2011)

Slide #7



Go over:

The values listed on this slide should be very familiar to you. It is my understanding that you reviewed the codes prior to this class.

The focus of social work has shifted from the morality of one person or institution to the moral imperatives of the profession. As a result, the National Association of Social Workers (or the NASW) has identified 6 core social work values. They are listed on the Slide.

As you read this list did you find any of the codes to be surprising? Were you happy to see any specific codes? At this point, do you have any questions?

Remind participants that they can find the core values statement in **Handout #4: Standards of Practice of the National Association of Social Workers** , which is also available online on the NASW's website.

Purpose of Codes of Ethics

- “Most codes guide practice, not substitutions for active, critical, deliberation related to solving ethical dilemmas
- Inspire professionals
- Protect the Profession from Outside Intervention
- Express the Ethical Norms & Values of the Profession
- Assist in the resolution of ethical dilemmas
- Protects Professionals from Exploitation
- Protect the Public”

(Jick & Briedel, 2002)

Slide #8

Go over the information on the slide.



Emphasize the importance of the NASW's codes by going over the following:

Even if you are not licensed a social workers, you are working under the licenses of your agencies and held accountable to the rules and requirements of the NASW and MPSW 20 (or Marriage & Family Therapy, Counseling & Social Worker's code of conduct). If you are held accountable for complying with the codes, it is in your best interest to know the codes.

Slide #9 Cardinal Values

Cardinal Values of the Social Work

- Individualization
- Unconditional Positive Regard
- Client Self-Determination
- Strength-based Interventions

(National Association of Social Workers, 2014; Hempworth & Larsen, 1993)







Go over:

There also are four basic cardinal values that should guide interactions with all clients.

Go over the information on the slide and the statement below.

These values were developed by the NASW and have been embraced that the State of Wisconsin. They are used to guide Quality Service Reviews (QSR), which your agencies are subject to. These values are also discussed in other trainings you will complete at the Academy, including Introduction to Social Work Fundamentals, Informational Collection and Safety Interventions, Safety in Child Protective Services, Protective Capacity Family Assessment, Safety, Introduction to Culturally Competent Practice in Child Welfare, and Engaging to Build Trusting Relationships. If you see a concept more than once, it is probably very important. This holds true for the cardinal values.

I cannot stress enough the importance of adhering to these values as you work with each client. A child's future may depend on it.

Step Three: Lecture & Discussion

Milwaukee Child Welfare Partnership - HANDOUTS
 Professionalism for Child Welfare Workers
 May 2014

Ethical Principles of The NASW

Service: Social workers' primary goal is to help people in need and address social problems.

Social Justice: Social workers challenge social injustice.

Dignity and worth of the person: Social workers respect the inherent dignity and worth of the person.

Importance of Human Relations: Social workers recognize the central importance of human relationships.

Integrity: Social workers behave in a trustworthy manner.

Competence: Social workers practice within their area of competence and develop and enhance their professional expertise.

(National Association of Social Workers, 2014)

Slide #10

Ask learners to read the Ethical Principles listed on the slide and decide whether the list is aspirational or inspirational? Tell participants the codes are also listed on **Handout #4: Standards of Practice of The National Association of Social Workers** .



Go over:

Aspirational values are values are best practices that you must follow. While, inspirational values are a force that inspires you, but not necessarily a best practice or required.

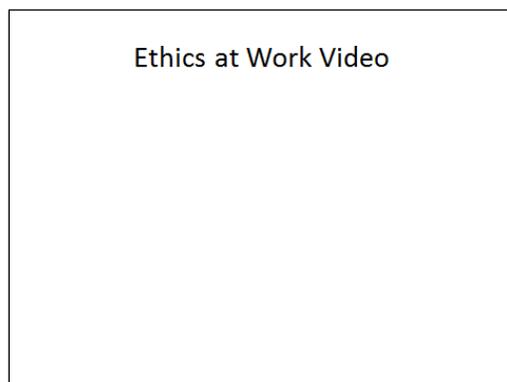
Go over:

The list is aspirational. The Ethical Principles describe how we carry out our professional work shows the values and its accompanying ethical principle.

- *Ethical Principle: Social workers' primary goal is to help people in need and address social problems.*
- *Ethical Principle: Social workers challenge social injustice.*
- *Ethical Principle: Social workers respect the inherent dignity and worth of the person.*

- *Ethical Principle: Social workers recognize the central importance of human relationships.*
- *Ethical Principle: Social workers behave in a trustworthy manner.*
- *Ethical Principle: Social workers practice within their area of competence and develop and enhance their professional expertise.*

Step Four: Lecture: Ethics at Work



Slide #11

Transition the conversation by going over the following:



Go over:

Simply reading the list of cardinal values and ethical principles may be a too theoretical for many of you. Let's watch a 20 minute clip from Ethics at Work. It depicts multiple social workers applying ethical concerns to their work.

Start the video from the beginning and end the video at 24:17. The last scene will end with a female social worker describing her experience telling a fellow professional that she was able to read her case notes.



Upon completion of the video go over the following information:

Did you notice that many of the situations discussed did not have a perfect solution? These professionals considered the factors that made them feel uncomfortable, standards of practices, cardinal values, ethical principles, and other codes before making decisions. Equipped with all of this information, many professionals still sought assistance from their supervisors. You will likely be in situations where the answers may not be clear and your personal values are challenged. When you are in unclear situations or even when situations seem clear, you need to apply these principles. As a professional, it is your responsibility to provide your clients with consistent and well-thought out service, just as the professionals in the film did.

Ask for questions, before allowing the group to take a 15 minute break.

Time: 60 minutes

Break: 15 minutes

(Hempworth & Larsen, 1993)

(Jick & Breidel, 2002)

(National Association of Social Workers, 2014)

(Tower, 1993)

IV. Evolution of Child Welfare Practices

Learning Objectives:

The participants will be able to:

- Articulate the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- Demonstrate and explain social work values and principles in child welfare practice

Method of Presentation:

- Lecture
- DVD: Orphan Train Video
- Small Group Discussion

Timing: 40 minutes

Advance Preparation:

- Set up Slide presentation on computer and projector
- Place The Orphan Train DVD in the disk drive of the computer and find the section being used for the training

Handouts:

Slides:

- Slide #12: History: General
- Slide #13: History: Rescuing
- Slide #14: Orphan Train Video
- Slide #15: History: Permanency
- Slide #16: History: Family Centered
- Slide #17: History: Child Focused, Family Centered

Materials Needed:

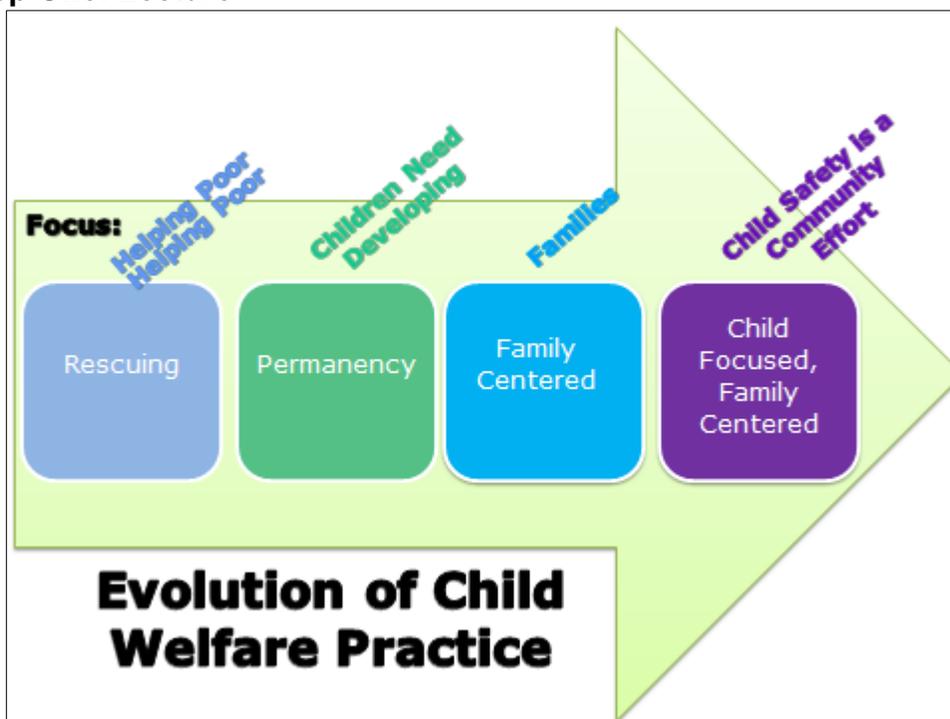
- Orphan Train DVD
- Flip Chart

References:

IV. Evolution of Child Welfare Practices

Overview Section: Participants will be introduced to the history of child welfare practices with an emphasis on the focuses of each stage (rescuing, permanency, family centered, and child focused, family centered). The trainer will present a lecture and show short sections of the DVD Orphan Train. Learners will discuss the flaws of the rescuing focus. Learners also be asked to consider how child welfare practices have changed.

Step One: Lecture



Slide #12:



Go over

Child welfare practices have gone through four main stages since the 1600's when social welfare agencies began caring for people in need. The focus has shifted from one of individuals imposing their personal values to a professional organization focusing on maintaining families and fostering self-determination.



Helping Poor

Rescuing



Children lined up to board an orphan train about 1920. (Patrick Sheets-Trickel Collection, Trenton, Mo.)

- 1601 – English Poor Law
- 1853 – New York Children’s Aid Society and the Orphan Train
- 1875 – New York Society of the Prevention of Cruelty to Children
- Supported by volunteers from the Protestant Church

Slide #13:



Go over:

*The focus on rescuing lower socio-economic and homeless children started in 1601 with the English Poor Law. It established the doctrine of *parens patriae* which requires that the state have an interest in a child's well-being. Children have rights and interests that are separate from their parents. If a parents acts in a manner (constitutional right) that violates the child's right (absolute), the parent no longer has the authority over the child's life.*

In 1853 the practice became larger with the introduction of the New York Children's Aid Society, established by Reverend Charles Loring Brace. It focused on, "saving children" who were orphans. The organization "placed" over 150,000 orphans and poor on farms and with individuals in the Western and Midwestern states over a 75 year period.

During the height of the Orphan Trains, in 1874 the focus began to shift from simply relocating children, to finding permanent placements and the involvement of government officials.

Step Two: Video Activity



Slide #14

Tell participants they will watch a short video clip that shares the stories of individuals who rode the orphan train.

Click on the video on Slide slide #14. A short clip will play.



Upon completion of the video, go over:

The stories shared by these elderly individuals are examples of the trauma of out-of-home placement can cause. Trauma is real and can be this extreme. Consider the senior that held on to the suitcase. He was eventually placed in a nice, safe home. However, he still remembers the raw emotion he experienced, even though the placement worked out well.

Ask the participants to answer this question individually:

What was flawed in the “child saving” model of child welfare?

Call on multiple participants to answer the question and record their answers on the white board or flip chart.

Note: If participants have an emotional connection to the video, they may have more to share. As a result, this activity may take 10 minutes to 15 minutes.

Debrief the video activity by reading participant answers and comment on the answers as needed or appropriate.



Go over:

Brace was not the only person trying to save children during this time. The New York Society of the Prevention of Cruelty to Children processed several hundred complaints and had a direct phone connection with the local police and sought placements for children in need.

Step Three: Lecture



Children Need Developing

Permanency

MORE SECURITY FOR THE AMERICAN FAMILY



WHEN AN INSURED WORKER DIES, LEAVING DEPENDENT CHILDREN AND A WIDOW, BOTH MOTHER AND CHILDREN RECEIVE MONTHLY BENEFITS UNTIL THE LATTER REACH 18.

FOR INFORMATION WRITE OR CALL AT THE NEAREST FIELD OFFICE OF THE SOCIAL SECURITY BOARD

- 1935 – Social Security Act provided financial safety net for children and families
 - Defined child welfare services as public social services to protect and care for homeless, dependent, and neglected children.
 - Aided provided to dependent children
 - Child development research recognized

Slide #15:



Go over:

In 1935 the Social Security Act focused on financial support for children and families in the event of job loss or disability. Piaget's research around child development and the importance of play was recognized. As a result, the focused switched from to building character in children to encouraging children to develop through play.



Families

Family Centered



- The Indian Child Welfare Act of 1978 signified a growing resistance to out-of-home placement.
- More government run facilities appear
- Private and public partnerships are formed
- Safety, permanence, well-being are a focus.

Slide #16:



Go over:

During this time, it was realized that children develop best in permanent family structures. Community partnerships were formed to support family success. As a result, foster parents began to receive funding, which is thought to be one reason for the subsequent increase of children in referrals for foster care. In the 1970's there began to be a strong resistance to out-of-home placement. The Indian Child Welfare Act of 1978 calling for support in the home signified this push for family.

By encouraging States to provide services designed to return children to their families where possible or to place them in permanent family-like settings, we are responding to the need for permanence and stability in children's lives.

- Jimmy Carter (Adoption Assistance and Child Welfare Act of 1980 Statement on Signing H.R. 3434 Into Law. June 17, 1980)

Child Safety is a Community Effort

Child Focused,
Family Centered



- 1980 Public Law 96-272 Adoption Assistance Welfare
- Partnership with families, communities & parents
- Government funding tied to documentation
- NASW develops standards, best practices
- Social workers are held accountable
- Trauma informed care
- Safety, permanence, and well being are the goal

Slide #17:

Go over:

Due to funding in the family centered time period, the number of children in the foster care system was very high and caused a sort of “foster drift”. Neither the child nor their CPS worker had a strong understanding of when the child would truly be home or find permanent placement.

During this phase we saw greater government involvement to assist in rectifying the issue of “foster drift” and a focus on the child. In 1980, the Public Law 96-272, titled Adoption Assistance Welfare, established “a program of adoption assistance, strengthen the program of foster care assistance for needy and dependent children, and improve the child welfare, social services, and aid to families with dependent children programs.”

Soon after this 1980 law, the government began to tie funding and documentation together. Regulations were developed around case notes. The change in case notes and growing regulation prompted the NASW to form and develop standards, best practices, and reasonable effort expectations for the profession and, with these standards, child welfare really became a profession.

In 1997, Public Law 105-89, titled Adoption and Safe Families Act added “safety of the child” to every step in the case plan, lowered the amount of time a child could be in foster care, increased the background check requirements for foster parents, and increased the incentives for foster parents.”

Child welfare practices have gone through a number of changes that have been influenced by the issues of the time and research. My hope is that you will consider how past practices have impacted children, families, and societies of the past and make it your goal to use current practices in all interactions.

Time: 40 minutes

(Adoption assistance, n.d.)

V. NASW & MPSW 20 Overview

Learning Objectives:

The participants will be able to:

- Articulate the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- Demonstrate and explain social work values and principles in child welfare practice
- Apply the mandates of the MPSW 20, the guiding principles of the NASW Code of Ethics, and standards of practice in the provision of family-centered child welfare services

Method of Presentation:

- Lecture

Timing: 90 minutes

Advance Preparation:

- Prepare Losing Isaiah DVD

Handouts:

- Handout #4: Code of Ethics of the National Association of Social Workers
- Handout #5: MPSW 20 Code of Conduct

Slides:

Slide #18: Codes of Conduct

Slide #19: Codes of Conduct-- Similarities

Slide #20: Common Boundary Issues

Slide #21: Losing Isaiah Video Activity

V. NASW & MPSW 20 Overview

Overview Section: The NASW and MPSW 20 will be examined in greater detail through the use of lecture, video, and application activities. Learners will be asked to consider how the standards of practice and codes may impact their interactions with clients and the community.

Step One: Lecture

Codes of Conduct

- The NASW (National Association of Social Workers)
- MPSW 20.2 (Marriage & Family Therapy, Counseling & Social Worker). The MPSW is a code created by the State of Wisconsin.



Slide #18



Go over:

In addition to value statements, aspirational codes, and cardinal values, there are specific codes of conduct social workers must follow.

- *The NASW (National Association of Social Workers) Code of Conduct*
- *MPSW 20.2 (Marriage & Family Therapy, Counseling & Social Worker). The MPSW is a code created by the State of Wisconsin.*

In this section, we will compare the two codes of conduct.

Step Two: Code of Conduct Practice Activity

NASW & MPSW 20.2

- Confidentiality
- Sexual Relationships
- Dual Relationships



Slide #19



Go over:

The NASW Practice Standards and MPSW 20 Code of Conduct are examples of the minimum and mandatory rules one must follow. As a CPS worker, licensed as a social worker or not, you are held accountable to these standards, since your agency holds the license. All persons in BMCW are expected to follow the directives noted in both documents, whether they are certified or not. You are working under the license of your organization.

There are a number of expectations that are found in both the NASW and MPSW. NASW is a standard of practice, while the MPSW 20 is a behavior one must follow.



Go over:

MPSW 20.2 (11) provides a basis for sexual relations with current and former clients.

Ask participants to find the code that addresses sexual relations/relationships in **Handout #5: MPSW 20 Code of Conduct** .

Ask one participant to read the code out loud for the class.

Thank the participant and ask the group to find the identical code in the **Handout #4: Code of Ethics of the National Association of Social Workers** . Allow participants about 5 minutes to find and read the code. Ask one participant to share the page number and code number with the class. Ask one participants to summarize the code.

Upon completion of this activity, remind participants that they are accountable for knowing and abiding by the standards in the National Association of Social Workers as well as the MPSW 20 Code of Conduct.

Note: The code is NASW 1.09, is titled *sexual relationships*, and appears on page 7 of 17. The code is as follows:

“(a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients’ relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers—not their clients—who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.”

Lunch: 1 hour

Step Three:

Common Boundary Issues

- Gifts from/to clients
- Practitioner self-disclosure
- Attending events in clients' lives
- Lending or borrowing
- Accepting food and drinks
- Touch...including sexual activities
- Use of language (expressing fondness, profanity)
- Meeting places
- Business transactions
- Addressing client's racial, ethnic and gender slurs

(Milgrom, J. 1992)



Slide #20



Go over:

As a CPS worker, it is can difficult to separate yourself from your clients. Especially, when you witnesses and hears about traumatic issues. It is not uncommon to almost feel another person's pain, but it is important to keep boundaries. Common issues affecting child care workers include:

- *Gifts from/to clients*
- *Practitioner Self-Disclosure*
- *Attending events in clients' lives*
- *Lending or borrowing*
- *Accepting food and drinks*
- *Touch...including sexual activities*
- *Use of language (expressing fondness, profanity)*

- *Meeting places*
- *Business transactions*
- *Addressing client's racial, ethnic and gender slurs*

Adapted from: Milgrom, 1992

Step Four:



Ask participants to consider the following scenario:

You are at a restaurant with a few friends. Your waitress walks up to the table and greets you. You realize that she is one of your clients. What do you do?

Solicit responses from participants and challenge them to think about the situation from different perspectives by asking additional questions.

Additional questions may include:

- *Would this be considered a dual relationship?*
- *Why would you want to let the person be your server?
Why would you not want this person be your server?*
- *Do you leave a tip at the end of your meal?*
- *If you do leave a tip, how much should you leave?*

Expect this conversation to last about 15-20 minutes.



Upon completion of the conversation, go over the following information:

As you have observed these situations like these are not clear cut. Your peers brought up a variety of approaches. The decision you ultimately choose should do no harm to your client and maintain the level of trust you have established with that client, your professional identity, and follow the standards of practice. This is not an easy feat.

Step Five: Video Exercise: Losing Isaiah:



Slide #21



Go over:

Let's discuss boundary issues in greater detail. As we discussed, being a CPS worker can be an emotional experience and test your willingness to follow the codes and values set forth for the profession. However, it is important to keep in mind that they are there to protect the family, children, and CPS worker involved.

Ask the group if anyone has seen the 1992 movie *Losing Isaiah* and allow a few seconds for responses.

Provide a brief background or overview of the movie. Optional language: *Losing Isaiah is a movie that depicts a social worker and adoptive mother who takes in Isaiah, an abandoned baby, and a birth mother who changes her life and seeks reunification with her son.*

Tell the participants they will watch a short clip (about 7 minutes) of the movie that depicts two real issues in social work and ask the learners to see if they can identify the issues.

Click on the video provided on Slide slide #21 and show the clip. The clip starts with the woman/mother working on case notes in bed with her husband and end when the Lange character is standing alone in her home holding the baby.

Upon completion of the video ask the three questions listed below and give learners 15-20 minutes to consider the questions and provide their responses to all three questions.

- 1) Ask for emotional response first.
- 2) Ask for notes and comments on the Social Worker's behavior.
- 3) Ask participants to examine their notes and the NASW and MPSW. What ethical issues were present based on the document?

Note: In response to question **three**, participants should bring up boundary issues, dual relationships, and confidentiality concerns. Be sure to acknowledge each issue as it is brought up and encourage learners to find the specific standards of practice and codes that supports the issue they identified. If participants do not note all three issues (boundary issues, dual relationships, and confidentiality) tell participants that you noticed additional concerns. Tell learners which concern it was, why it was a concern, and ask learners to find the explanation of the concern in their copies of the Handout #5: MPSW 20 Code of Conduct Handout #4: Code of Ethics of the National Association of Social Workers . If this occurs, this section could take an extra 5-15 minutes to complete.

After each question share the tips from your professional experience. Ensure all examples are aligned with NASW and MPSW 20 standards.

Step Six:



Go over:

There were obvious issues relate to boundaries, dual relationships, and confidentiality. However, there was another issue. As CSP workers you constantly hear about awful situations and naturally empathize with your clients. This makes you vulnerable to vicarious trauma or secondary trauma. Having an unbalanced life, like the one the social worker in the video was living, makes you even more vulnerable. Consider the opening scene where she was fighting with her teenage daughter, the scene where she was working while her husband wanted attention, and the scene where she wanted from her attention, but her husband was busy. She was not connected with her family. She lacked a support system. The only support she had was the little baby who was there for her when

everyone else was occupied. This does not make her a bad person or unable to follow standards of practice. She needed support and found it in this baby. Keep this in mind as you begin your career. Good employees can cross lines and fail maintain boundaries when they do not take care of themselves and their lives.

Time: 80 Minutes

(Jisk & Breidel, 2002)

VI. Internal Conflict/External Action

Learning Objectives:

The participants will be able to:

- Identify ethical dilemmas when they occur
- Apply a process for resolving ethical dilemmas in regular practice

Method of Presentation:

- Lecture
- Small Group Activity
- Large Group Activity

Timing: 95 minutes

Advance Preparation:

- Prepare I Am Sam DVD

Handouts:

- Handout #4: Code of Ethics of the National Association of Social Workers
- Handout #5: MPSW 20 Code of Conduct
- Handout #6: Internal and External Conflict
- Handout #7: Steps to Resolving Ethical Dilemmas
- Handout #8: Scenarios

Slides:

- Slide #22: Internal Conflict
- Slide #23: Guides
- Slide #24: I Am Sam Video Activity
- Slide #25: I Am Sam Video Activity Debrief Questions
- Slide #26: Identifying Ethical Dilemmas
- Slide #27: Steps to Resolving Ethical Dilemmas
- Slide #28: Scenarios

Materials Needed:

- Resolving Dilemmas poster
- DVD: I Am Sam

VI. Internal Conflict/External Action

Overview Section: The trainer will introduce the concepts of internal conflict and external action as well as best practices for managing this type of conflict. Learners will be asked to practice applying standards of practices and codes of conduct to multiple situations with the support of the trainer and peers.

Internal Conflict

Internal conflict are ethical dilemma that occur when a Child Welfare Worker has two or more conflicting view points on one incident. To resolve the internal conflict the worker needs to:

- Identify the points of view that conflict
- Decide why these points of view cause a conflict for the worker
- Decide which side in the conflict has more value or is most important to the worker when deciding a course of action.

Slide #22



Go over:

Internal conflicts are ethical dilemmas that occur when a CPS worker has two or more conflicting viewpoints in regards to an incident. Each point of view has value or importance to the CPS worker and neither of the points of view can be easily ignored (or dismissed) when trying to decide what course of action to take. This is an internal conflict. The areas of consideration (professional, legal and personal) that influence the workers point of view don't align. The CPS worker needs to identify the internal conflict before deciding on a course of action. (Go over information on above slide.)

Guides

Professional Tools

- *NASW Ethics and Standards*
- *Family Centered Practice Philosophies*
- *Agency Policies and Practice Guidelines*

Legal Tools

- *MPSW 20*
- *WI Administrative Code*



Personal Tools

- *Values and Beliefs*
- *Cultural Boundaries and Practices*

Slide #23



Go over:

The identified area that is weighed as most important to the worker will be the underlying value/area that guides the course of action. These are the values/areas that must be considered as you decide what decision is will be taken. Tools you can use include the following. (Go over the tools in the above slide.)

Step Three: Identifying Ethical Dilemmas (before we do I Am Sam)

Identifying Ethical Dilemmas

Review the Following Situational Questions

- Am I having a conflict with my practice around the issue of the Law?
- Am I having a conflict with my practice around the issue of My Own Personal Views?
- Am I having a conflict with my practice around a Section of the Code of Ethics?
- Am I having a conflict with my practice which has a lot of Gray Area?

Slide #24



Go over:

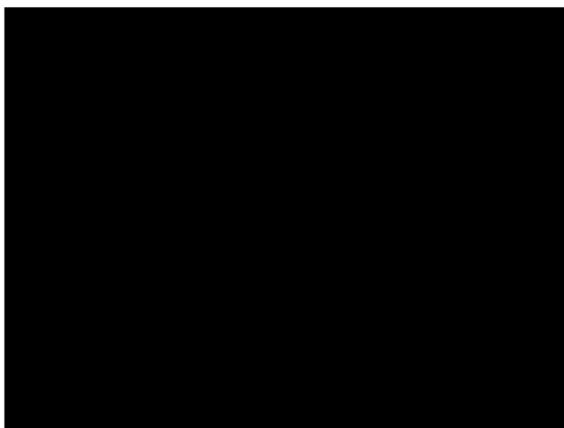
When identifying ethical dilemmas, it is important to ask and answer the following questions:

- *Am I having a conflict with my practice around the issue of the Law?*
- *Am I having a conflict with my practice around the issue of My Own Personal Views?*
- *Am I having a conflict with my practice around a Section of the Code of Ethics?*
- *Am I having a conflict with my practice which has a lot of Gray Area?*

Give your conflict a name, before you approach it.

Step Two: Video Exercise: I am Sam

I Am Sam Video



Slide #25



Ask the group how many people have seen the 2001 movie *I Am Sam*. Allow 2 minutes for participants to share their thoughts. Provide a brief background or overview of the movie.

Optional language: *I Am Sam* is about Sam, a man with the mental capacity of a 7 year, who is trying to raise his 7 year old daughter. Child Protective Services takes his daughter, Lucy, away after it is decided that she is refusing to learn to avoid being “smarter” than her father. The clip begins at the end of a supervised visit between Sam and his daughter.

Tell the participants they will watch a short clip (about 6 minutes) of the movie that depicts real ethical issues. Ask the learners to see if they can identify the issues.

Click on the video within the Slide slide #25.

Follow up on the video activity by asking each table group to answer the following questions. Allow 10-15 minutes for the groups to share their ideas.

I Am Sam Video Activity

Decide if there are ethical/professional, personal and legal dilemmas by answering the following questions:

- “Name the problem:” Do any values, norms, or obligations conflict?
- If they do, what strategy or strategies would you suggest to resolve them? Follow the Resolving Dilemmas poster
- If you were the CPS worker in the video clip, what would you do, say and write and to whom?

(Jisk & Breidel, 2002)

Slide # 26



Go over the following questions:

Decide if there are ethical/professional, personal and legal dilemmas by answering the following questions:

- *“Name the problem” Do any values, norms, or obligations conflict?*
- *If they do, what strategy or strategies would you suggest to resolve them? Follow the Resolving Dilemmas poster*
- *If you were the CPS worker in the video clip, what would you do, say and write and to whom?*



Ask each table to take 10-15 minutes to share their answers to the questions. Upon completion of the large group discussion go over the following:

While the participants might identify personal conflicts, there are no professional or legal conflicts in this video clip. It is not an ethical dilemma. The CPS worker was supervising a visitation between the Sam and his daughter, because it had been determined that his limited parenting skills pose a threat to his daughter’s safety. Supervised visitation is only ordered when caregivers cannot control for safety of children. The CPS worker was responsible for the care and safety of the child, which is

called a safety plan. Safety plans are meant to be proactive strategies for controlling safety threats to children; whether the threat is a present or impending danger threat to child safety. Sam responded to his daughter's manipulation in a way already understood by the CPS worker, which is why supervised visitation was ordered. As a result, he is not culpable. However, the CPS worker was at fault when she did not keep the child in her field of vision when she used the bathroom. This is why it is important to name the problem first. It might be a practice issue rather than an ethical dilemma. The question this CPS worker must ask is whether to tell her supervisor and how.

Let's recap:

- *You must show diligence and name the problem clearly.*
- *Never make difficult decisions alone. Your supervisors are available to assist and provide additional resources.*
- *Dilemmas rarely have right answers, but they have best answers.*
- *Agency policies will always need to be considered when making a decision*

Step Four: Lecture

Steps to Resolving Ethical Dilemmas (External Action)

1. Ensure you understand the situation (read it, reflect on it, consider perspectives)
2. Identify what causes a conflict for you. (note; there maybe more than one conflicting positions in the scenario for you) Choose only one.
3. Explain why this is a dilemma for you. What are the areas of conflict?
4. Identify the NASW standard that addresses your conflict.
5. Identify two courses of action to address your conflict. Prioritize your choices. A dilemma is choosing a course of action from two conflicting possibilities.

Slide #27



Go over:

Once you have identified a dilemma, you must follow the steps below:

- 1. Ensure you understand the situation (read it, reflect on it, consider perspectives)*
- 2. Identify what causes a conflict for you. (note; there maybe more than one conflicting positions in the scenario for you) Choose only one.*
- 3. Explain why this is a dilemma for you. What are the areas of conflict?*
- 4. Identify the NASW standard that addresses your conflict.*
- 5. Identify two courses of action to address your conflict. Prioritize your choices. A dilemma is choosing a course of action from two conflicting possibilities, not having a service problem.*

A dilemma is choosing between two right courses of action. You must clearly state your two right choices before you can move to a resolution. A resolution is where one of the right choices is preferred over the other one.

After the break, you will work in groups of 4-5 to develop an approach to one of four scenarios. Let's break into groups now.

Break participants into groups. You may choose to group people based on their level of understanding, placement with the agencies, or simply by vicinity to one another.

Break: 15 minutes

Step 4: Critical Thinking Activity

Scenarios

15 year old cognitively delayed girl in foster care. Doctor informs you that she is 3 months pregnant and wants to keep the baby.

Upon leaving a home visit you blow a tire. The nearest repair shop is 1 block away. You contract with the clerk to have the tire repaired. The man that comes to get your car you recognize as a parent served on your team.

You have been babysitting for your maternal cousin's stepson. A referral to CPS is made and substantiated on the stepson's mother.

Dad is the father of children with two different case heads (dad's ex-wife and current girlfriend). Children were in care due to neglect referrals. The children with ex-wife have been reunified with the mother and girlfriend's children still remain in Out of Home Care. Dad and ex-wife have restraining orders against each other. There is a family court custody battle between Dad and ex-wife. You, as the caseworker on both cases, have been subpoenaed to Family Court by the ex-wife's attorney to testify as to the unfitness of Dad to have shared custody and that their children should remain solely in her custody. However, you are continuing to work towards reunifying Dad and his girlfriend with their children.

Slide # 28

Ask the participants to break into groups of 4-5 (if necessary) and read the scenarios in **Handout #7: Scenarios**. Ask participants to pick one scenario to consider the as a group and follow the internal conflict/external action process to determine the best action to take. Give each group 30 minutes to discuss the scenario and apply the internal conflict/external action to the situation as well as child welfare practice standards speak to your dilemma. There may be multiple standards that are applicable.



Go over these instructions:

*At your tables, pick a scenario and discuss one scenario. Be sure to start by identifying the ethical dilemma. Ask yourself if it is an issue of professional duty, legal concerns, or personal values. Once you figure out what type of dilemma you are facing, pick a tool of practice based on the factors influencing your dilemma from **Handout #6: Internal Conflicts and External Actions**. For instance, if your ethical dilemma is based on a legal issue, consider consulting a legal tool listed. If your ethical dilemma deals with a professional code of conduct and standards, consider utilizing a professional tool. Upon completion pick an external action. Your action should focus on resolving the dilemma. You may decide to do nothing and there may be multiple standards that are applicable.*

The scenarios are as follows.

1. 15 year old cognitively delayed girl in foster care. Doctor informs you that she is 3 months pregnant and wants to keep the baby.
2. Upon leaving a home visit you blow a tire. The nearest repair shop is 1 block away. You contract with the clerk to have the tire repaired. The man that comes to get your car you recognize as a parent served on your team.
3. You have been babysitting for your maternal cousin's stepson. A referral to CPS is made and substantiated on the stepson's mother.
4. Dad is the father of children with two different case heads (dad's ex-wife and current girlfriend). All of his children were in care due to separate neglect referrals. His children with ex-wife have been reunified with their mother and his girlfriend's children still remain in Out of Home Care. Dad and ex-wife have restraining orders against each other. There is a family court custody battle between Dad and ex-wife. You, as the caseworker on both cases, have been subpoenaed to Family Court by his ex-wife's attorney to testify as to the unfitness of Dad to have shared custody and that their children should remain solely in her custody. However, you are continuing to work towards reunifying Dad and his girlfriend with their children.

As groups are discussing their scenarios, walk around the room. Be sure to offer guidance if groups seem to get off track and make yourself available for questions.

After 30 minutes has passed, ask for one person from each group to share their group's reaction to the dilemma. Give the class about 15 minutes to share their thoughts. Acknowledge each group's response and ask probing questions to ensure you and peers understand their thought process. If any groups have failed to incorporate any of the resolution steps or apply the tools, ask the table how they applied the tool and help them work through the process. Provide guidance as needed.

Time: 95 minutes

(Jisk & Breidel, 2002)

References

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EXAMPLE HANDOUTS



Professionalism in Child Welfare

Handouts

Guide to Handouts

I. Introduction

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Handout #2: Objectives	Page 4
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II. Child Welfare Work Profession

Handout #3: Overhead Slides	Pages 5-13
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III. Ethics and Values of Professional

Handout #4: Code of Ethics of The National Association of Social Workers	Pages 13-29
Handout #5: MPSW 20 Code of Conduct	Pages 30-31

IV. Evolution of the Social Work Profession

V. NASW & MPSW 20

Handout #4: Code of Ethics of The National Association of Social Workers	Pages 13-29
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IV. Internal/External Action

Handout #4: Code of Ethics of The National Association of Social Workers	Pages 13-29
Handout #5: MPSW 20 Code of Conduct	Pages 30-31
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Handout #1: Agenda*

- I. Introduction
- II. Child Welfare Work Profession
- III. Ethics and Values of Professional
- IV. Evolution of the Social Work Profession
- V. NASW & MPSW 20
- IV. Internal/External Action

**This is an outline, so depending on your class, some of this material may be skipped.*

Handout #2: Objectives

By the end of the class, participants will be able to:

- Articulate the ethical framework that underlies family-centered child welfare practice in interactions with clients, supervisors, and the community
- Demonstrate and explain social work values and principles in child welfare practice
- Apply the mandates of MPSW 20, the guiding principles of the NASW Code of Ethics, and standards of practice in the provision of family-centered child welfare services
- Identify ethical dilemmas when they occur
- Apply a process of resolving ethical dilemmas in regular practice

Handout #3: Copies of PowerPoint Slides

Handout #4: Code of Ethics of The National Association of Social Workers

Handout #5: MPSW 20

Handout #6: Internal Conflict and External Action

Professional Tools

- *NASW Ethics and Standards*
- *Family Centered Practice Philosophies*
- *Agency Policies and Practice Guidelines*

Legal Tools

- *MPSW 20*
- *WI Administrative Code*

Personal Tools

- *Values and Beliefs*
- *Cultural Boundaries and Practices*

Handout #7: Steps to Resolving Ethical Dilemmas

Once you have identified a dilemma, you must follow the steps below:

1. Ensure you understand the situation
 1. (read it, reflect on it, consider perspectives)

2. Identify what causes a conflict for you.
 1. (note; there maybe more than one conflicting positions in the scenario for you)
 2. Choose only one.

3. Explain why this is a dilemma for you.
 1. What are the areas of conflict?

4. Identify the NASW standard that addresses your conflict.

5. Identify two courses of action to address your conflict. Prioritize your choices. A dilemma is choosing a course of action from two conflicting possibilities, not having a service problem.

Handout #8: Scenarios

5. 15 year old cognitively delayed girl in foster care. Doctor informs you that she is 3 months pregnant and wants to keep the baby.
6. Upon leaving a home visit you blow a tire. The nearest repair shop is 1 block away. You contract with the clerk to have the tire repaired. The man that comes to get your car you recognize as a parent served on your team.
7. You have been babysitting for your maternal cousin's stepson. A referral to CPS is made and substantiated on the stepson's mother.
8. Dad is the father of children with two different case heads (dad's ex-wife and current girlfriend). All of his children were in care due to separate neglect referrals. His children with ex-wife have been reunified with their mother and his girlfriend's children still remain in Out of Home Care. Dad and ex-wife have restraining orders against each other. There is a family court custody battle between Dad and ex-wife. You, as the caseworker on both cases, have been subpoenaed to Family Court by his ex-wife's attorney to testify as to the unfitness of Dad to have shared custody and that their children should remain solely in her custody. However, you are continuing to work towards reunifying Dad and his girlfriend with their children.