Making a Difference: NCWWI Impact & Lessons Learned

TRAINEESHIP LEGACIES & LESSONS LEARNED

Margaret Counts-Spriggs, Clark Atlanta University
Heather Craig-Oldsen, Briar Cliff University
Debra Linsenmeyer, University of Maryland
Joanne Riebschleger, Michigan State University
Lyn Slater, Fordham University
Virginia Drywater-Whitekiller, Northeastern State University

April 22, 2014
Session Overview

• Traineeship Programs & Products

• Legacies & Lessons Learned
  1. Developing/Sustaining University-Agency Partnerships
  2. Recruitment & Selection
  3. Student Support
  4. Curriculum Development
  5. Developing & Maintaining Field Placements
  6. Transition to Work
  7. Fully Utilizing & Expanding NCWWI Resources
  8. Next Steps & Future Directions

• Q&A and Closing
NCWWI Traineeship Programs, 2009-2014

1. Briar Cliff University Social Work Department
2. Case Western Mandel School of Applied Social Sciences
3. Clark Atlanta University School of Social Work
4. New Mexico State University School of Social Work
5. Northeastern State University Department of Social Work
6. Portland State University School of Social Work
7. Salem State University School of Social Work
8. University of Illinois-Chicago Jane Addams College of Social Work
9. University of Maryland School of Social Work
10. University of Montana School of Social Work
11. University of South Dakota Department of Social Work
12. Yeshiva University Wurzweiler School of Social Work
NCWWI Traineeship Products

• Twelve NCWWI Traineeship Programs: Comprehensive Summary of Legacies & Lessons Learned
• NCWWI BSW Traineeship Programs: Legacies & Lessons Learned
• NCWWI MSW Traineeship Programs: Legacies & Lessons Learned
• NCWWI Tribal Traineeship Programs: Legacies & Lessons Learned
• NCWWI Bilingual Traineeship Program: Legacies & Lessons Learned
• Collection of NCWWI Traineeship Program Syllabi
• Collection of Teaching Resources from NCWWI Traineeship Program Syllabi
• NCWWI Traineeship Promising Approaches & Strategies
• American Indian Traineeship Project
What is the current status of your relationship with the child welfare agency? (e.g., pre-existing community research collaboration, a Title IV-E program, relationship already in existence yet in some cases needing revitalizing, or having to develop a new partnership all together).
Developing/Sustaining University-Agency Partnerships (2)

Do you have a formal structure for communicating with your agency partner? (e.g. Monthly meetings, teleconferences)
What relationship-building and maintenance activities will you put in place for the partnership?
Developing/Sustaining University-Agency Partnerships (4)

How do tribal child welfare agencies (both on and off reservation land) differ and what is required to sustain the partnership with tribal nations? How do tribal nations differ?
Recruitment & Selection (1)

What is the role of the agency partner in recruitment and in the development of selection criteria?
Recruitment & Selection (2)

What is our plan for agency engagement into the process of recruitment and selection?
How might you assess commitment to the field of child welfare during the selection process?
Will there be specialized courses or seminars at the school and/or agency?
Student Support (2)

Are student supports taking place in both the university and agency contexts?
Are there other existing avenues of student support that can be harnessed by the traineeship? (e.g. already existing Title-IV-E structures, licensing preparation courses, specialized agency trainings).
American Indian students experience, isolation and homesickness, and racism today in universities across the country. How will your school provide support to create an environment that will support the student to cope with these issues?
Curriculum Development (1)

How does your curriculum prepare students to work with diverse populations?
Curriculum Development (2)

What specialized curriculum may you need to develop that is related to specific focus and goals of your traineeship?
What kinds of innovative assignments could be developed to support the unique features of your program?
How responsive is your curriculum to changes in federal policy such as the focus on child and family well-being, evidence-based practice and trauma informed child welfare practice?
What specialized learning opportunities could you create that might benefit students, field instructors or other child welfare employees?
Knowledge of the Indian Child Welfare Act (ICWA) of 1978 is pivotal in working in both tribal and mainstream child welfare agencies. How is this federal law addressed in the classroom?
Developing & Maintaining Field Placements (1)

How does the design of the field placement experience support the goals of your program?
Developing & Maintaining Field Placements (2)

What innovative projects can be built into the field experience that support workforce development and help students become leaders?
What might be some benefits of rotational models of field placements?
How do field placements differ in the tribal nations’ child welfare departments?
Transition to Work (1)

How will you engage and retain alumni? (e.g., webinars, job hunting strategy workshops, social networks)
How will you introduce students to NCWWI resources and networks during school and after graduation?
Fully Utilizing & Expanding NCWWI Resources

How can local child welfare leaders, faculty, and students be encouraged to use NCWWI resources?
Next Steps & Future Directions

• What new knowledge will your partnership program contribute to child welfare workforce development?

Making a Difference: NCWWI Impact & Lessons Learned – TRAINEESHIPS | April 2014
A Service of the Children’s Bureau, a Member of the T/TA Network
Any Questions?
We’d love to hear from you

Margaret Counts-Spriggs, Clark Atlanta University, mspriggs@cau.edu
Heather Craig-Oldsen, Braircliff University, Heather.Craig-Oldsen@briarcliff.edu
Debra Linsenmeyer, University of Maryland, DLINSENMEYER@ssw.umaryland.edu
Joanne Riebeschleger, Michigan State University, riebsch1@msu.edu
Lyn Slater, Fordham University, lslater@fordham.edu
Virginia Whitekiller, Northeastern State University, longvs@nsuok.edu

Changing . . .
Leading . . .
Learning . . .
UPCOMING WEBINAR SESSIONS

Making a Difference: NCWWI Impact & Lessons Learned
May 28, 2014 at 3 pm ET: Leadership Academy for Middle Managers
June 11, 2014 at 3 pm ET: Leadership Academy for Supervisors

NCWWI National Webinar Series on Child Welfare Workforce Development Strategies
Sessions begin Fall 2014
Thank You!

Connect with Us

www.NCWWI.org