

*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



*Changing...*

*Leading...*

*Learning...*

# 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](#)

# Developing/Sustaining University-Agency Partnerships (I)

*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)*



# Developing/Sustaining University-Agency Partnerships (3)

---

*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 (I)

*What is the role of the agency partner in recruitment and in the development of selection criteria?*



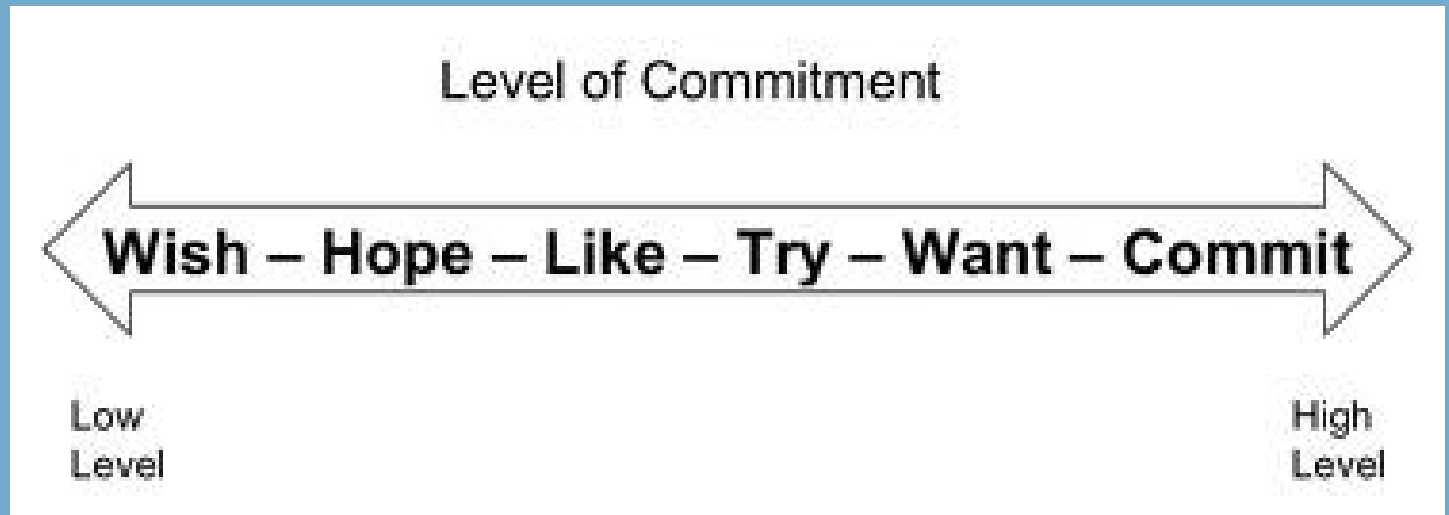
# Recruitment & Selection (2)

*What is our plan for agency engagement into the process of recruitment and selection?*



# Recruitment & Selection (3)

*How might you assess commitment to the field of child welfare during the selection process?*



# Student Support (I)

---

*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?*



# Student Support (3)

*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).*



# Student Support (4)

---

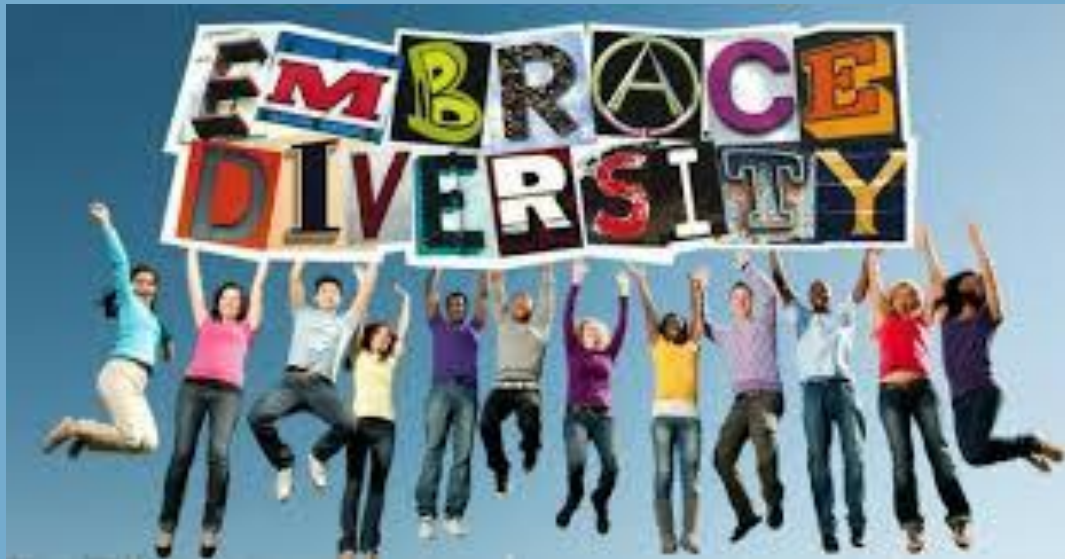
*American Indian students experience, isolation and homesickness, and racism today in universities across the country. How will your school provide support to create an environment that will support the student to cope with these issues?*



# Curriculum Development (I)

---

*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?*



# Curriculum Development (3)

*What kinds of innovative assignments could be developed to support the unique features of your program?*



# Curriculum Development (4)

*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?*



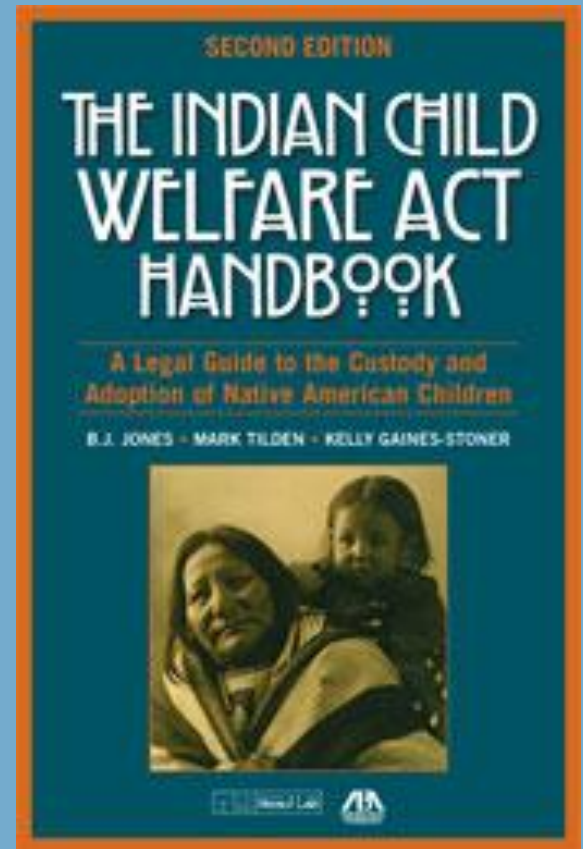
# Curriculum Development (5)

*What specialized learning opportunities could you create that might benefit students, field instructors or other child welfare employees?*



# Curriculum Development (6)

*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 (I)

*How does the design of the field placement experience support the goals of your program?*



Hands On Learning



# Developing & Maintaining Field Placements (2)



*What innovative projects can be built into the field experience that support workforce development and help students become leaders?*

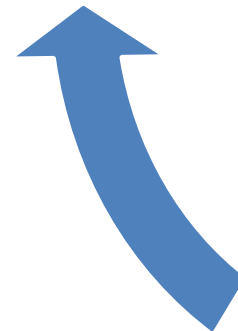
# Developing & Maintaining Field Placements (3)

*What might be some benefits of rotational models of field placements?*

**Group C**  
Families First  
6 Weeks  
Children's Bureau  
Final 6 Weeks



**Group A**  
Fulton County DFCS  
Full Semester



**Group B**  
Children's Bureau  
6 Weeks  
Families First  
Final 6 Weeks





# Developing & Maintaining Field Placements (4)

---

*How do field placements differ in the tribal nations' child welfare departments?*



# Transition to Work (I)

*How will you engage and retain alumni?  
(e.g., webinars, job hunting strategy  
workshops, social networks)*



# Transition to Work (2)

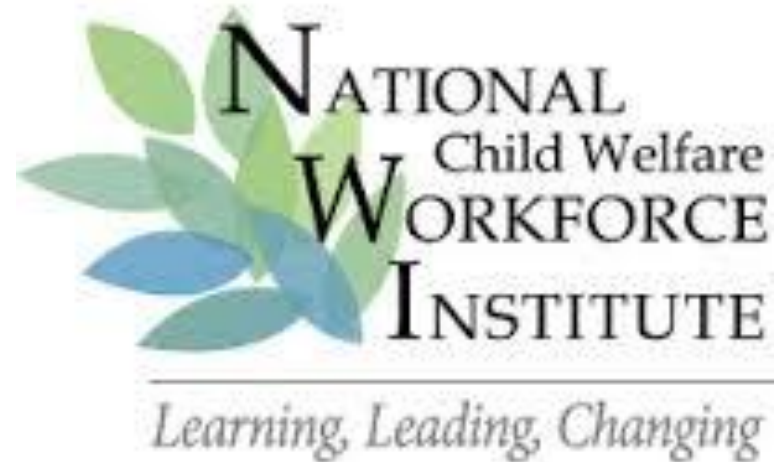
*How will you introduce students to NCWWI resources and networks during school and after graduation?*



# 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?*



ANY  
QUESTIONS  
?

# We'd love to hear from you



Margaret Counts-Spriggs, Clark Atlanta University, [mspriggs@cau.edu](mailto:mspriggs@cau.edu)

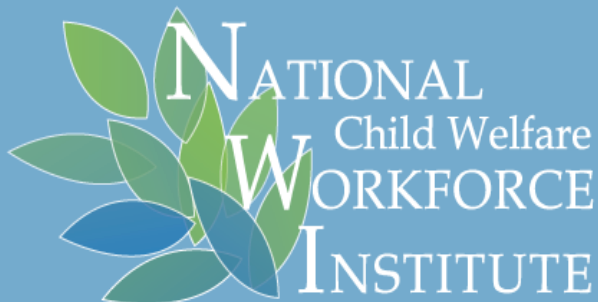
Heather Craig-Oldsen, Briarcliff University, [Heather.Craig-Oldsen@briarcliff.edu](mailto:Heather.Craig-Oldsen@briarcliff.edu)

Debra Linsenmeyer, University of Maryland, [DLINSENMEYER@ssw.umaryland.edu](mailto:DLINSENMEYER@ssw.umaryland.edu)

Joanne Riebeschleger, Michigan State University, [riebsch1@msu.edu](mailto:riebsch1@msu.edu)

Lyn Slater, Fordham University, [lslater@fordham.edu](mailto:lslater@fordham.edu)

Virginia Whitekiller, Northeastern State University, [longvs@nsuok.edu](mailto:longvs@nsuok.edu)



*Changing . . .*

*Leading . . .*

*Learning . . .*



# UPCOMING WEBINAR SESSIONS



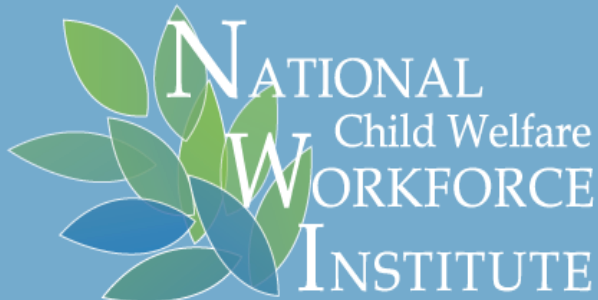
## ***Making a Difference: NCWWI Impact & Lessons Learned***

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



*Changing . . .*

*Leading . . .*

*Learning . . .*





# Thank You!



Connect with Us

[www.NCWWI.org](http://www.NCWWI.org)

