

| TOC | S# | New Slides (Published 08/08/2023) |
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| Title Slide | 1 | <p>Extra Help FSW Training</p> <p>Hello!</p> <p>Welcome to the Online Orientation for the Extra Help FSW.</p> |
| Introduction | 2 | <p>This training module takes about 15-20 minutes to complete, followed by an approximately 30-minute video.</p> <p>You should be able to stop and start again if you need to, and you will not have to start over. There are a few quizzes that you have to do along the way.</p> <p>Let's get started!</p> |
| Learning Objectives | 3 | <p>Learning Objectives for the Online Orientation</p> <ul style="list-style-type: none"> · Learn about the responsibilities of the child welfare agency (DCFS) · Reflect on the mission and practice model of the child welfare agency. · Find out about collaborating agencies. · Recognize fundamental concepts of culture and how it impacts our work. |
| Extra Help FSW Role | 4 | <p>What will you be doing?</p> <p>Usually, Extra Help FSWs will be assigned as secondary workers on other workers' cases. These cases are NOT supposed to be the most difficult or complex cases on their caseloads.</p> <p>Extra Help FSWs may make home visits, provide transportation, or supervise family time between children and their caregivers. They must also document these activities in CHRIS the Division Information Management System, which is currently CHRIS.</p> <p>Let's take a closer look at some of these primary job expectations for Extra Help FSWs.</p> |
| Extra Help FSW Role | 5 | <p>Expectations of the Extra Help FSW:</p> <ul style="list-style-type: none"> · Assigned as secondary on out-of-home care and protective services cases. · Conduct home visits to children in out-of-home care and protective services cases. · The primary FSW should provide details about the specifics of the case. <p>Remember to review the affidavit, recent case contacts, and most recent court orders to get additional information about the family and what you may need to be aware of when supervising family time.</p> |

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| Extra Help FSW Role | 6 | <p>Expectations of the Extra Help FSW</p> <ul style="list-style-type: none"> · Monitor supervised family time between caregivers and their children. · Assess safety on an on-going basis, looking for: <ol style="list-style-type: none"> 1. Current safety threats that place a child(ren) in immediate danger 2. Risk of future harm (that would result in the family's reinvolverment with the agency) <p>Note: Assessing child safety includes children in the home and in out-of-home placement</p> |
| Extra Help FSW Role | 7 | <p>Expectations of the Extra Help FSW</p> <ul style="list-style-type: none"> · Immediately notify the primary FSW and supervisor if any safety threats are present. · Maintain ongoing contact with the primary FSW to discuss progress and concerns, and to coordinate responsibilities. <p>Note: If you identify a safety threat, you <i>cannot</i> leave the child until you have talked to the assigned or on-call supervisor and determined next steps regarding either an Immediate Safety Plan or a removal.</p> |
| DCFS | 8 | <p>The Agency</p> <p>The Agency is DCFS, which stands for: Division of Children and Family Services</p> <p>Review the Mission Statement on the next screen.</p> |
| DCFS Mission | 9 | <p>To keep children safe and help families. DCFS will respectfully engage families and youth and use community-based services and supports to assist parents in successfully caring for their children.</p> <p>We will focus on the safety, permanency, and well-being for ALL children and youth.</p> |
| Practice Model | 10 | <p>Practice Model Vision, Priorities, & Values</p> <p>In addition to the mission, DCFS has a Practice Model to establish HOW work with children and families happens.</p> <p>On the next few slides, we will introduce this Practice Model.</p> <p>Take a look at its vision, priorities, and values for HOW work is done.</p> |

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| <p>Practice Model</p> | <p>11 At One Table Arkansas Practice Model</p> <p>Vision Every child has a safe and stable home every single day.</p> <p>DCFS Priorities The Arkansas Division of Children and Family Services (DCFS) has collaboratively designed a practice framework to guide the top three priorities of the agency.</p> <ol style="list-style-type: none"> 1. Safely stabilize and preserve families; and if that is not possible ... 2. Safely care for children and quickly reunify children to their families of origin. If children must be removed from the home, relative and fictive kin caregivers will be considered immediately and throughout the entire engagement with the family; and if reunification is not possible ... 3. Safely support the permanency, well-being, and development of culturally safe lifelong relationships for children and youth. |
| <p>Practice Model</p> | <p>12 At One Table Arkansas Practice Model DCFS Values</p> <p>Value 1: Relationships with children, youth, and families are the foundation</p> <p>Value 2: Collaborative partnerships with resource families</p> <p>Value 3: Helping children and youth achieve their full potential and develop lifelong relationships</p> <p>Value 4: Shared responsibility with community partners</p> <p>Value 5: A strong working relationship with the legal system</p> <p>Value 6: A workplace culture characterized by reflection, appreciation, and ongoing learning</p> |
| <p>Practice Model</p> | <p>13 At One Table Arkansas Practice Model</p> <p>Remember...</p> <p>How we do the work is just as important as the work we do.</p> <p>Visit the full <i>At One Table</i> document to learn more about the guiding principles and agency practices associated with each of the Practice Model values, plus key actions you can take as an Extra Help FSW to operationalize these values and principles.</p> |

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| Family-Centered Approach | 14 | <p>Underlying both the mission and the Practice Model is a philosophy of a family-centered approach.</p> <p>Services that are considered family-centered are based on the belief that the best place for children to grow up is in a family.</p> <p>The most effective way to ensure children's safety, permanency, and well-being is to provide services that engage, involve, strengthen, and support families.</p> |
| DCFS Big Picture | 15 | <p>Constantly assess (left to right):</p> <ul style="list-style-type: none"> · current safety threats · risk of harm / future agency reinvolverment · protective factors in the family and community <p>Provide in-home services = strengthen and support families</p> <p>Work for safety, permanency, and well-being for the child(ren)</p> <p>Investigate & assess allegations (claims) of child maltreatment</p> <p>Engage and join with families to mutually solve problems</p> <p>Find permanent homes for children who cannot return to their caregivers' home</p> <p>Help get families back together = reunification services Remember cultural needs when working with families</p> <p>Arrange temporary out-of-home placement if that is the only way to ensure safety</p> |
| Teamwork | 16 | <p>Protecting Children Takes Everyone</p> <p>There are many people who work alongside DCFS to protect children.</p> <p>The agency works within a team of community providers and resources.</p> <p>There is no one agency that has all of the answers or needed resources.</p> |
| Professionals | 17 | <p>On the following slides you will learn about other professionals that you may encounter. (pictures must be flipped to be revealed)</p> |
| CACD | 18 | <p>The Crimes Against Children Division (CACD):</p> <ul style="list-style-type: none"> • Investigates severe child abuse • Coordinates with criminal investigators in the Arkansas State Police • Coordinates with local law enforcement • Coordinates with DCFS related to safety of children |

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| Mental Health | 19 | <p>Mental Health Professionals</p> <p>The mental health professional focuses on prevention, screening, assessment, and treatment of mental disorders and behavioral conditions.</p> |
| Law Enforcement | 20 | <p>Law Enforcement</p> <p>Law enforcement focuses on investigating crime, bringing criminals to justice, and protecting and serving the community.</p> |
| Medical Professionals | 21 | <p>Medical Professionals</p> <p>Health care professionals focus on diagnosing and treating the whole person, preventing disease, and improving the quality of life.</p> |
| CASA | 22 | <p>CASA (Court Appointed Special Advocate)</p> <p>CASA is a volunteer who is appointed by the Juvenile Judge (not every child in out-of-home care will have a CASA appointed to them).</p> <p>CASA focuses on:</p> <ul style="list-style-type: none"> • Advocating for the child • Ensuring safety, permanency, and well-being for the child |
| Prosecuting Attorney | 23 | <p>Prosecuting Attorney</p> <p>The Prosecuting Attorney is an elected official whose focus is on:</p> <ul style="list-style-type: none"> • Punishment for criminals • Protecting society |
| Juvenile Judge | 24 | <p>Juvenile Judge</p> <p>The Juvenile Judge presides over the courtroom, decides whether abuse or neglect has occurred, and decides whether a child should be removed from home or stay in the out-of-home care</p> |
| Attorney Ad Litem | 25 | <p>Attorney Ad Litem</p> <p>The Attorney ad Litem is the court appointed attorney for the child who works to represent the best interests of the child.</p> <p>The child is the client.</p> |
| Acronyms | 26 | <p>Acronyms provide people with a quick way of referring to programs, forms, or services.</p> <p>However, acronyms can sometimes be confusing.</p> <p>Click on the handout in the next slide to see the list of acronyms associated with child welfare work.</p> |

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| DCFS Acronyms | 27 | <p>Acronyms</p> <p>Click for Handout (DCFS Acronyms PDF)</p> |
| Key Concept | 28 | <p>Reasonable Efforts</p> <p>Federal law mandates that DCFS must make reasonable efforts to prevent removal when possible, to reunite the family when removal is necessary, and to obtain a safe and permanent home when the family cannot be reunified.</p> <p>Reasonable efforts impact federal funding for payments to maintain a child if the child comes into care.</p> |
| REVIEW | 29 | Review |
| Multiple Choice | 30 | <p>What is the FIRST goal of the work of the agency?</p> <p>A. To ensure that families have utilities and food</p> <p>B. To ensure the safety and well-being of children</p> <p>C. To ensure there's a lot of children available for adoption</p> <p>D. To ensure the rights of caregivers to raise children as they wish</p> |
| Multiple Choice | 31 | <p>Reasonable Efforts is a KEY concept because:</p> <p>A. It outlines if the agency is doing its job</p> <p>B. The worker's pay raises are tied to Reasonable Efforts</p> <p>C. It impacts federal funding for maintaining children in out-of-home care</p> <p>D. It helps pay for preventive services</p> |
| Case Information | 32 | <p>Important Case Information to Know</p> <p>Keep going to review important information the Extra Help FSW needs to know to prepare to make home visits.</p> |
| Case Information | 33 | <p>Important Case Information to Know</p> <ul style="list-style-type: none"> · Have there ever been any threats made to a worker by someone in the home? · Who lives in the home? Who are you visiting? · Are there any restrictions on who should be living in the home? · Why is there DCFS involvement? |
| Case Information | 34 | <p>Important Case Information to Know</p> <ul style="list-style-type: none"> · What is going on with the family now? · How long has the case been open? · Are Contacts / CANS / FAST / Family Case Plan / Court Reports up to date? · According to the Family Case Plan, who is supposed to be doing what? · Are there any waivers in place? · Other questions you can think of? |
| Cultural Awareness | 35 | <p>Cultural Awareness and Humility</p> <p>Cultural awareness and humility can improve efforts to build relationships and can improve service delivery and outcomes.</p> |

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| Cultural Awareness | 36 | <p>Everyone is influenced by their own ethnic, cultural, racial, and language backgrounds.</p> <p>However, no one is completely defined by their ethnic, cultural, racial, or language background.</p> <p>Individuals and families are unique.</p> |
| Cultural Humility | 37 | <p>Cultural Humility</p> <p>We all share a common American culture.</p> <p>Our country contains many racial and ethnic subcultures with their own distinctive characteristics.</p> |
| Cultural Humility | 38 | <p>Cultural Humility</p> <p>Cultural humility focuses on being aware of your own assumptions and beliefs.</p> <p>Extra Help FSWs are encouraged to develop a respectful partnership with each client and a respectful attitude toward diverse points of view.</p> |
| Cultural Humility | 39 | <p>Terms</p> <p>Race- A category of humankind that shares certain distinctive physical traits; a group of persons related by common descent or heredity.</p> <p>Culture- The sum total of a person's lifestyle, e.g., their laws, rituals, beliefs, values, food, music, and language.</p> <p>Ethnicity- A social group that shares a common and distinctive culture, religion, and/or language.</p> <p>Stereotype- A widely held, fixed, and oversimplified image or idea of a particular type of person or thing.</p> |
| Cultural Humility | 40 | <p>We can experience problems when we assume ...</p> <ul style="list-style-type: none"> · That all people who belong to a group will behave like others from that group. · That all members of a group share the same values, practices, and behaviors. |
| Cultural Humility | 41 | <p>Ask Yourself ...</p> <p>Are you aware of any assumptions you have that could make it hard for you to get to know people who belong to a specific group?</p> |

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| Cultural Humility | 42 | <p>Think About it ...</p> <p>Have you ever experienced someone making an assumption about you because of race, gender, or age?</p> <p>If so, what was that assumption?</p> <p>Was the assumption accurate?</p> <p>Are you aware of assumptions you hold about certain groups of people?</p> |
| Cultural Humility | 43 | Being culturally humble is about being committed to working with and getting to know individuals and families as unique and distinctive. |
| Review Time | 44 | TIME FOR A REVIEW! |
| Knowledge Check | 45 | <p>A stereotype is:</p> <p>A. A widely held but fixed and oversimplified image or idea of a particular type of person.</p> <p>B. A category of humans that share physical traits.</p> <p>C. A desirable belief about a group of people.</p> <p>D. A desirable belief about a group of people.</p> |
| Knowledge Check | 46 | <p>Cultural Humility is best described as:</p> <p>A. Knowing specific details about a wide variety of cultures and values.</p> <p>B. Understanding the humiliation of being different.</p> <p>C. Creating a cultural library of traits and behaviors typical of a specific culture.</p> <p>D. Developing and practicing self-awareness and reflection in interactions with others in regard to cultural differences.</p> |
| Knowledge Check | 47 | Understanding the factors that shape and influence families, as well as your interactions with families, can make you more effective and can help improve outcomes. |
| Video Introduction | 48 | <p>Excellent! You have completed the first half of the online training.</p> <p>There is one more resource that will help you to better understand the work of DCFS.</p> <p>The video is “DHS Family Service Worker Realistic Job Preview.”</p> <p>Click Next to begin the video and complete the training.</p> |
| VIDEO | 49 | “DHS Family Service Worker Realistic Job Preview.” |

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| End | 50 | Thank you for taking the time to complete the Extra Help FSW Orientation Training. We look forward to meeting you for the classroom portion of the training soon! THE END |
| Quiz Results | 51 | Review Area |