

John

Father: Thomas Jopper, age 28, Caucasian

Mother: Mary Jopper, age 27, Caucasian

Children: John Jopper, age 4 days, Caucasian

Presenting Situation

A nurse at the local hospital contacted DHR to report that a newborn, named John Jopper, tested positive at birth for OxyContin. He is showing no apparent signs of addiction at this time. The birth was uneventful but the child will remain in the hospital for the next few days because of jaundice.

A social worker made an immediate response to the hospital to observe the child and interview his parents. Mrs. Jopper had just completed her bath and was awaiting the arrival of her son for his morning feeding. She stated her intention to breastfeed her child. The social worker informed Mrs. Jopper of the report received earlier this morning. Mrs. Jopper denied her misuse of substances and stated that she had a prescription for the drug. According to her, it was prescribed to her for an injury received in a game of tennis two months prior to her becoming pregnant. She said the doctor told her it was "fine" for her to take this medicine while pregnant.

Worker proceeded to the hospital nursery to observe the infant. A nurse was preparing to take him to his mother's room to be fed. Information was given that the baby was doing well, except for jaundice. There were concerns noted by medical personnel regarding the interaction of mother and child. She appears more "nervous" than most new mothers and has on four occasions called a nurse to come get the baby during feeding. She broke down in tears each time, stating she could not attend to the child as she didn't know what she was doing and was afraid she would "break" him. She also called once for assistance saying she didn't "know how to make him stop crying". The nurse reported that, upon arriving in her room, the baby was lying on the bed in front of his mother. When the nurse attempted to show Mrs. Jopper how to soothe the baby, she said "just take him away". It is still unknown when the baby will be released to go home.

Current Situation

Worker returns to hospital to speak with the child's father and observe the interaction between the child and his parents. During this interview, Mrs. Jopper admitted that she did not have a current prescription for the OxyContin she had taken. She stated that she had received one when she first injured her ankle. She also admitted that she did not have approval from her doctor to take this medication during her pregnancy.

According to Mrs. Jopper, her ankle began to hurt again when her feet became swollen during the latter weeks of her pregnancy. She stated that she was putting a lot of pressure on it while trying to finish the nursery in time for her son's arrival. She does not consider herself to be dependent on this medication but acknowledged that she knew it impacted her behavior. Apparently, she brought the pills with her to

the hospital and has taken several since John's birth. She stated that to be the reason that she has not been able to keep her son with her or to take care of him. She said she called the nurse to come get him when she would become dizzy and somewhat disorientated. Further conversation revealed that Mrs. Jopper is feeling as though her husband has left all the preparation for the baby up to her while he "just goes on with life". She feels he has left her alone a lot and foresees this as a pattern. She is depressed because of the pregnancy. Mr. and Mrs. Jopper are the first among their friends to have a child; she sees herself as being left out by her friends as well as her husband, who continues to participate in his usual activities.

Mr. Jopper said that he was shocked when his wife told him that she had taken drugs while pregnant. At first he was very angry but has had time to calm down. He was able to accept that, perhaps if he had spent more time at home with her during the final weeks of her pregnancy, he might have been aware that she was growing more depressed. He also recognized that he had left the "planning" up to her. He said he thought since she was home and he was working that it made sense to him because she "had the time" and he didn't. He stated he had talked with John's pediatrician about possible consequences for his son. Both Mr. and Mrs. Jopper are willing to do what is necessary to have their son come home with them. They state their decision to "get back on track" with each other and with their infant.

Background Summary

Mary Jopper was born into a middle class family in a mid-sized town. She describes her childhood as being "mostly" normal and remembers her growing up years with fondness. Her parents, Alex and Betty Brown, are hardworking, family oriented individuals who have been married to each other for thirty-two years. She described her family as close and loving. Mrs. Brown is a retired school teacher; Mr. Brown worked construction until his retirement last year. Mrs. Jopper has one older sister (Anna Lane) who lives in another state, but they talk and email each other two or three times a week. Mrs. Jopper parents live in the same city and visit with her and her husband weekly. She communicates with her mother on a daily basis.

Mrs. Jopper graduated from high school and went on to attend the local university. She married Thomas when she was a junior in college after having dated him for two years. She describes them as having "a lot in common". They are both of the same religious faith, want successful careers, and have the same goals in life. Both families were supportive of the relationship and subsequent marriage of Mary and Thomas. Mrs. Jopper remained in college and graduated with a bachelor's degree in teaching. She worked for three years before learning she was pregnant toward the end of the last school year. She and her husband made the decision that she would leave her current position so she could remain home with their child for "the first few years". Mrs. Jopper is very active in her community and expresses a love of tennis. She describes this as her means of exercise and as a stress reliever. She has been unable to participate in this activity since she fell and injured her ankle last spring.

Thomas married Mary the summer after he graduated from college. He completed his degree in engineering and was immediately employed by a local industry. He makes a good salary, is considered an "up and coming" success in his field, and describes himself as satisfied with his life. Mr. Jopper states he considers himself a good husband and has every intention of being "the best dad I can be". He envisions himself as remaining at his same job until retirement. He loves the community he lives in and

enjoys activities with family and friends. His main outlet is a weekly Saturday football game with friends and co-workers.

Mr. and Mrs. Jopper own a home in a nice neighborhood that was newly established approximately four years ago. There are a number of other couples their age living there. The couple is part of the Neighborhood Association and attends most of the activities and meetings. They consider themselves to be financially sound, especially for their age. They are both intelligent, goal oriented individuals who have planned well for their future. They have been married for six years.

Safety Issues

- Mrs. Jopper's substance abuse
- Mrs. Jopper's depression

Strengths

- Family has basic needs met
- Family has extended family and friendship base for support
- Mrs. Jopper expresses love for her child and desire to parent
- Mr. Jopper expresses love and commitment for wife and child
- Mr. Jopper has steady employment and excellent income
- Mrs. Jopper is able to stay home with her infant and develop skills needed for his care
- Mr. Jopper wants to be an active participant in the care of his son
- Mrs. Jopper is willing to get help
- Mr. Jopper is willing to work with and support his wife's recovery

Needs

- John needs to be safe and have his needs met
- Mrs. Jopper needs to access counseling regarding her substance use
- Mrs. Jopper needs to develop her understanding of her baby's needs
- Mrs. Jopper needs to involve herself in activities that increase her energy level
- Mr. Jopper needs to balance the growth of his career with his family obligations
- Mr. Jopper needs to participate in family counseling with Mrs. Jopper

Available Resources

The family lives in a mid-size town with available hospitals, mental health facilities, and a choice of physicians. The couple is actively involved in community and church activities. Both Mr. Jopper and Mrs. Jopper have extended family in the area.

Child Welfare Competency One Knowledge of Human Development

Case Scenarios

- A. During the initial visit with the mother, the social worker had concerns about Ms. Jopper's knowledge and attention to John's medical needs. She shrugged her shoulders when speaking about his positive drug screen stating "it won't hurt him".
- B. During the initial hospital visit, Mrs. Jopper stated that she had never been around babies and couldn't do this on her own.
- C. Initial conversations with medical personnel indicated Mrs. Jopper became extremely agitated and overly anxious whenever the baby cried. She indicated little ability and limited desire to meet his needs.

Teaching Tools

- Based on Case Scenario A, have students write a paper on the impact of drugs on a child's overall development and the impact of prenatal care, or lack thereof, and drug use on neonates and infants. (CWCD 1)
- Based on Case Scenario B, have students develop a resource guide for parenting classes, child development classes, and support groups for new parents. (CWCD 1)
- Based on Case Scenario B, have students identify stages of the family life cycle and make application to the Jopper family. Discuss challenges involved in transitioning from one stage to the next. (CWCD 1) Suggested resource: B. Carter and M. McGoldrick, *The Expanded Life Cycle: Individual, Family, and Social Perspectives*, 1999.
- Based on Case Scenario C, have students locate articles and readings which discuss the importance of attachment between newborns and mothers. Identify specific strategies which encourage attachment. Role-play a conversation between the social worker and Mrs. Jopper discussing the importance of attachment. (CWCD 1)
- Based on Case Scenario C, lead a class discussion on different aspects of depression including: types of depression, symptoms (emotional, behavioral, and physiological), and possible intervention strategies. Have students identify resources for specific treatment intervention strategies in each of these areas of functioning: (CWCD 1)
 - biological - medical follow-up after discharge from the hospital, opportunities for physical activities which are manageable and within client's range of abilities (i.e. previously injured ankle and postpartum fitness level), resources for good nutrition, etc.
 - psychological - individual psychotherapy and self-help resources to address emotional issues related to role changes
 - social - informal support systems (parents, relatives, and friends of Mr. and Mrs. Jopper), formal support systems (organized groups including parenting classes for new parents to provide emotional support and education in parenting skills, church-based support groups and classes to enhance family function), and societal support systems (counseling agencies and other social services providers)

Child Welfare Competency Two Knowledge of Abuse and Neglect

Case Scenarios

- A. During the hospital visit, the social worker noted that Mrs. Jopper was evasive in her answers regarding her use of OxyContin, could not give the name of the doctor who had prescribed this to her, and refused to sign medical releases.
- B. Interviews with medical personnel and Mrs. Jopper indicated her lack of ability to respond appropriately to her infant's cries. Several nurses stated that Mrs. Jopper became frustrated and easily agitated when the baby cried and could not be immediately soothed.

Teaching Tools

- Based on Case Scenario A, have students research current information about OxyContin and other prescription drugs, focusing on the growing abuse of prescription medication. Role-play a conversation with Mrs. Jopper educating her on this subject. Suggested resource: www.Drugfree.org (CWCD 2.2, 2.3)
- Based on Case Scenario B, have students divide into groups and develop a cognitive behavioral strategy targeting Mrs. Jopper's frustration and agitation when unable to calm her son. Identify specific parenting strategies that help can help calm an infant. (CWCD 2) Suggested resource: www.cachildwelfareclearinghouse.org/search/topical-area
- Based on Case Scenario B, have students divide into groups and develop a cognitive behavioral strategy which targets Mrs. Jopper's depression and which possibly includes these steps: identify negative thoughts which are making her depressed, name the specific feelings she is experiencing, and deliberately choose a different emotional response. Recognize and discuss the client's personal characteristics which make this strategy an applicable intervention: she is intelligent, educated, and is accustomed to working with structure (such as schedules and specific planning) as a result of her professional training and experience as a teacher. (CWCD 2)

Child Welfare Competency Three Knowledge of Services

Case Scenario

- A. The social worker in this case has referred Mrs. Jopper to a local mental health specialist/therapist to complete an evaluation and develop a treatment plan to address her substance misuse and depression.
- B. After the initial interview, the case was opened for protective services. During a routine home visit, the social worker discovered that Mrs. Jopper was still using OxyContin. Mrs. Jopper told the social worker that she "cannot handle all the day to day pressure of raising John without the medication".

Teaching Tools

- Based on Case Scenario A & B, have students compile a resource list of formal and informal substance abuse programs and support groups in the area. Be sure to include specific information on these programs such as, eligibility criteria, referral process, cost, etc. (CWCD 3.1)
- Based on Case Scenario B, role play a discussion with Mrs. Jopper discussing the importance of "self-care" and activities that she can do to relieve some of the stress she is experiencing at home. (CWCD 3)

Child Welfare Competency Four Knowledge of Policy

Case Scenario

- A. You are a new social worker at DHR. You received several reports of abuse and neglect the same day the report came in regarding the Jopper's so you were unable to visit Mr. & Mrs. Jopper until the next day.
- B. During the initial interview at the hospital, the social worker developed an in-home safety plan with the parents which involved commitment by the maternal and paternal grandparents to stay in the home with Mrs. Jopper until results from initial evaluations could be obtained and other services could be put in place. This plan is to go into effect once the child is released from the hospital.

Teaching Tools

- Based on Case Scenario A, have a social worker from DHR speak to the class regarding policy of immediate need to investigate when a child tests positive for substances. (CWCD 4)
- Based on Case Scenario B, lead a class discussion on the decision of the social worker to put a safety plan into place vs. removal of the child. Discuss the difference in a safety plan, which is to control the immediate concerns, and an ISP, which is to remediate and resolve problems. (CWCD 4)

Child Welfare Competency Five Knowledge of Systems Theory

Case Scenario

- A. During a visit with Mr. and Mrs. Jopper, Mrs. Jopper stated that she feels isolated from her friends and husband as a result of limited activities during her pregnancy. She believes her feelings of isolation will increase even more now that she feels inadequate and ill equipped to manage her baby alone, much less in a social situation.
- B. During a visit with Mr. and Mrs. Jopper, Mr. Jopper expresses confusion about why his wife feels depressed and overwhelmed by the baby. He is also unable to identify strengths and stresses in the family system.

Teaching Tools

- Based on Case Scenario A, discuss mezzo and macro systems with the potential to assist Mrs. Jopper in learning to parent effectively and adjust to changes in the family system. Also, identify formal and informal systems that can be enlisted for support. Suggest resource: Lambert Maguire, *Social Supports in Practice - A Generalist Approach*, 1991. (CWCD 5)
- Based on Case Scenario B, have students develop an ecomap to identify strengths and supports in the family's social environment, as well as to clarify stresses and challenges. Role-play the development of the ecomap with Mr. & Mrs. Jopper. During the role-play, place emphasis on educating Mr. Jopper on the stresses his wife is encountering. Also, help Mrs. Jopper realize the support that is available to her. (CWCD 5)
- Based on Case Scenario B, have students research the use of a "Social Network Map" developed by Elizabeth Tracy and James Whittaker in the Family Support Project, University of Washington School of Social Work and Behavioral Sciences, 1990. The Social Network Map was designed to help clients make appropriate and effective use of the social supports they believe exist. (CWCD 5) Suggested resources: Bradford Sheafor and Charles Horejsi, *Techniques and Guidelines for Social Work Practice*, 7th edition, pages 258 - 262, Allyn & Bacon, 2006 & <http://msass.case.edu/downloads/faculty/etracy-networkmap.pdf>

Child Welfare Competency Six Knowledge of Strengths Based Perspective

Case Scenario

- A. You have been working with Mr. and Mrs. Jopper for several weeks. During a home visit, Mr. and Mrs. Jopper state they understand that their individual behaviors and emotions are impacting their overall family functioning and their potential to successfully parent their child. They express a desire to understand this more fully so that needed change can be identified and accomplished.
- B. As the social worker is gathering information for the social history on the Jopper family, she is impressed by the couple's shared values in the areas of educational achievement, strong family orientation, commitment to their religious faith, and a strong work ethic.

Teaching Tools

- Based on Case Scenario A, have students research the P.I.E. System (Person in their Environment) as a specific evaluation approach which provides information about strengths as well as areas for improvement. (CWCD 6) Suggested resource: K. Karls and K. Wandrie, The P-1-E System: The Person In Environment System For Social Functioning Problems, NASW Press, 1994.
- Based on Case Scenario B, have students discuss ways to engage the couple in a discussion of these traits which are seen as strengths. Discuss strategies to emphasize how their accomplishments in these areas are the basis for the potential development of an effective parenting experience. (CWCD 6)

Child Welfare Competency Seven Knowledge of Role of Social Work

Case Scenario

- A. During the initial investigation, the DHR social worker has numerous contacts with various hospital personnel including medical social workers, nurses, and physicians. It is clear that the hospital staff is skeptical about Mrs. Jopper's ability and willingness to effectively parent John. Furthermore, they do not seem to have a clear understanding of the agency's mandate to follow specific child protective services policies and procedures which are aimed at ensuring the safety of the child while simultaneously making every effort to keep him in the home with his parents. The worker recognizes significant challenges in working successfully as a member of the interdisciplinary team.
- B. During the social workers initial investigation, one member of the medical staff is particularly resistant to the social worker's efforts to observe interactions between Mrs. Jopper and the baby. The individual cites the HIPAA regulations as a basis for denying access to hospital records and direct contact with the infant.

Teaching Tool

- Based on Case Scenario A, have students divide into groups and discuss and list the differing perspectives of each of the members of the interdisciplinary team in this case. Describe the social worker's potential challenges and benefits of working with the professionals during the protective services investigation. Have students report their ideas to the class. (CWCD 7)
- Based on Case Scenario B, lead a class discussion on the importance of the social worker's role as advocate for Mrs. Jopper with the medical personnel, as well as her extended family, who are likely to react negatively (as her husband did) about her abuse of OxyContin as a coping strategy. Have students compile written information (a handout) for the client's family members to educate them about substance abuse, depression, social services, and how to effectively support Mr. and Mrs. Jopper. (CWCD 7)
- Based on Case Scenario A & B, have students role play how to assertively approach an individual that is resistant to complying with agency requests during the investigation process. (CWCD 7)

Child Welfare Competency Eight Knowledge and Application of Evidence Based Practice

Case Scenarios

- A. The social worker met with her supervisor for a regularly scheduled staff meeting after completing several interviews in the investigation of the Jopper family. The worker expressed concern about her lack of confidence in working with cases in which newborns have tested positive for illicit drugs. The supervisor then decided to provide additional information about this issue through individual supervision and group in-service training, and began to assemble material for staff training.
- B. Following the supervisory conference with the Joppers' social worker, the supervisor began to note a pattern in families for whom allegations of child maltreatment were being reported. Frequently the symptoms of depression were present with substance abuse behavior, particularly in cases of alleged child neglect. The supervisor decided it would be beneficial to investigate this apparent correlation in a more formal manner.
- C. The social worker is intrigued with the possibility of beginning to use specific evaluative measures during protective services investigations. She requests permission from her supervisor to begin researching the availability of measures which have been used successfully in protective services cases.

Teaching Tools

- Based on Case Scenario A, have students define evidence-based practice and identify specific examples of how evidence based practice applies in this case. (CWCD 8)
- Based on Case Scenario A, through a literature review, have students gather information on current research about the success rate of substance abuse treatment with young, educated, financially stable adults. From the studies identified, make a list of specific intervention strategies that seemed to be effective in treating substance abuse. (CWCD 8)
- Based on Case Scenario A, have students compile data from current research which examines substance abuse and its impact on parenting skills. Locate behavioral scales and other measures which may be helpful in assessing Mrs. Jopper's ability to effectively address her substance abuse. (CWCD 8)
- Based on Case Scenario B, have students develop a screening tool to be used in case record reviews of families in which substance abuse has been identified as one of the presenting problems. For example, for six months tabulate the number of cases in which adult clients involved in alleged child neglect situations appear to present behaviors indicative of the dual diagnosis of depression and substance abuse. Discuss other possible instruments which might be developed. (CWCD 8)
- Based on Case Scenario B, have students create an evaluation form for collecting baseline data regarding a client's knowledge of child development and parenting skills. Develop a follow-up tool which gathers the same data following the conclusion of a specific intervention such as parenting classes, in-home behavioral aides, or provision of family preservation services. (CWCD 8)

- Based on Case Scenario C, have students research possible tools which are available for gathering information in family preservation and/or family reunification cases. (CWCD 8)
Suggested resources: National Family Preservation Network (NFPN) & North Carolina Family Assessment Scale (NCFAS) For Intensive Family Preservation Services Programs (IFPS), <http://www.nfpn.org/preservation/files/NCFAS%20Scale%202-0.doc>

Child Welfare Competency Nine Understanding of Cultural Competence

Case Scenario

- A. After several weeks of working with Mr. and Mrs. Jopper, it is determined that they are temporarily unable to care for John due to her substance abuse and depression, and the extended family cannot immediately provide a home for the infant. Therefore, unrelated foster care placement must be considered.
- B. The social worker working with Mr. and Mrs. Jopper is African-American. The worker is sensing that race is interfering with the family's ability to work with her. During a recent visit, Mrs. Jopper stated, "these things are very personal for me and I am having trouble talking with you." The worker explores the basis for that including discomfort in sharing with an African-American person.

Teaching Tools

- Based on Case Scenario A, have students research the mandates specified in the Multiethnic Placement Act (MEPA) and discuss its purpose and impact on agency policy. Review and discuss the specific policy and protocol regarding implementation of MEPA and discuss personal feelings about this federal policy. (CWCD 9) Suggest resource: website for the U.S Department of Health and Human Services, Administration for Children and Families; summary of MEPA: <http://www.acf.hhs.gov/programs/cb/pubs/mepa94/index.htm>
- Based on Case Scenario B, lead a class discussion to identify positive strategies to resolve personal values conflicts and dilemmas when the client's values, beliefs, and practices differ from those of the social worker. (CWCD 9)

Child Welfare Competency Ten Understanding of Crisis Intervention

Case Scenario

- A. Mr. and Mrs. Jopper were initially shocked and embarrassed as a result of the contact by the agency social worker. They agreed this situation created additional stress for them, but expressed their desire to overcome the components of the current crisis (i.e. DHR investigation, Mrs. Jopper's drug abuse and reaction to John's need for care, and the general adjustment to a new phase of the life cycle following the infant's birth).
- B. Mrs. Jopper described her feelings of fear and being overwhelmed when considering taking care of John. She requests assistance with learning how to "handle" these feelings appropriately. The social worker agrees to assist Mrs. Jopper in developing effective ways to deal with the negative emotions, recognizing these feelings may have precipitated abuse of the prescription medication.
- C. During her supervisory conference following her first visit to the hospital, the social worker identified factors in the crisis situation including: child is at high risk for neglect due to age and mother's substance abuse, family's shock at DHR involvement, and pressure from hospital personnel to take action. The supervisor recognized the need to provide supportive supervision and educational supervision for the social worker to assist her in handling the Jopper case effectively.

Teaching Tools

- Based on Case Scenario A, have students role play a conversation with Mr. and Mrs. Jopper verbally communicating the agency's commitment to ensuring the child's safety and family preservation. Demonstrate how to verbally reassure Mrs. Jopper of the agency's supportive role in developing an in-home safety plan in an effort to minimize the crisis related to fear of losing custody of the child. (CWCD 10)
- Based on Case Scenario B, demonstrate ways to assist Mrs. Jopper in identifying irrational thoughts regarding her ability to parent John. Have students role play by reading aloud a list of common irrational beliefs and ask Mrs. Jopper to identify examples of this in her own thinking. Assist Mrs. Jopper in identifying rational, appropriate, and realistic ideas to replace the irrational thoughts. Suggested resource: articles and texts by Charles Zastrow, M.C. Maultsby, and other resources for Rational Theory (or Rational Emotive Therapy). (CWCD 10)
- Based on Case Scenario C, have students develop a list of self-care strategies for the social worker to enhance her ability to manage stress associated with crisis situations. (CWCD 10)

Child Welfare Competency Eleven Knowledge of Social Work Values and Ethics

Case Scenario

- A. The social worker noticed the medical staff in the nursery exhibited a negative, critical attitude toward Mrs. Jopper because she abused OxyContin during the pregnancy and following John's birth. One nurse who was particularly vocal openly stated, "the mother does not deserve to get to take that baby home", and sarcastically said, "let her go back to her tennis game with all her rich friends instead." The social worker noticed that these negative comments were expressed in a group of staff members which included the pediatric social worker.
- B. When the DHR social worker received this case assignment from her supervisor, she requested that the supervisor assign another worker because she had never worked with a case where a newborn tested positively for drugs.
- C. At a local community meeting which included social workers from several social services agencies, a discussion ensued regarding DHR's approach to investigating alleged child maltreatment cases which involve substance abuse. During the public meeting, the social worker in the Jopper case was questioned about the agency's general policies, and specifically about the Jopper case. Several comments were directed to the worker which criticized the agency's efforts toward family preservation.

Teaching Tools

- Based on Case Scenario A, have students develop an outline for a presentation which would be appropriate for an in-service training meeting to educate medical personnel, including hospital social workers, about professional ethics and attitudes toward clients. (CWCD 11)
- Based on Case Scenario A, have students read the section of the NASW Code of Ethics which focuses on values and principles of the social work profession. Have a class discussion on the negative attitudes described and identify which of the professional values are violated by these comments. (CWCD 11)
- Based on Case Scenario B, have a representative from a local drug rehabilitation center speak to the class about skills that social workers need to work with clients who abuse drugs and to discuss the family dynamics of drug abuse. (CWCD 11)
- Based on Case Scenario B, have students discuss the social work value. Relate this value to the appropriate section of the NASW Code of Ethics. Develop an educational plan for the social worker which would result in increased knowledge and skills regarding the issues in this case, thereby increasing her competence. (CWCD 11)
- Based on Case Scenario C, through group discussion, make a list of examples which illustrate appropriate ways of handling the social work value. (CWCD 11)
- Based on Case Scenario C, lead a class discussion on the aspects of the social work values and related to implementation of agency policy. (CWCD 11)
- Based on Case Scenario C, regarding the issue of confidentiality, have students identify potential examples of how confidentiality might be violated in this case, then present appropriate corrective strategies for the violations. (CWCD 11)

Child Welfare Competency Twelve Communication Skills

Case Scenario

- A. When the social worker made the initial investigative visit with Mrs. Jopper, she found the new mother to be initially withdrawn, anxious, and tearful. She perceived Mrs. Jopper was embarrassed about the agency's involvement, as well as being fearful about the outcome of agency intervention.
- B. During the course of the protective services investigation, the social worker spent significant time interviewing collateral contacts, particularly medical personnel and extended family members.
- C. Mr. and Mrs. Jopper need assistance in improving their communication, particularly with regard to expressing their respective negative feelings about events in their family for the past several months. The social worker decides to actively seek opportunities to work toward this goal during joint interviews.

Teaching Tools

- Based on Case Scenario A, have students identify the components of effective attending skills. Role play examples of poor attending skills, then contrast them with role played effective attending skills. (CWCD 12)
- Based on Case Scenario A, have students read about communication strategies which may be effective with anxious and/or resistant clients. Discuss aspects of interviewing involuntary clients. Role play effective social worker communication techniques which reflect being assertive yet supportive and empathic. (CWCD 12)
- Based on Case Scenario A, lead a class discussion on aspects of information-giving which is an appropriate interviewing skill during the initial contacts with the clients. Demonstrate how to effectively deliver the needed factual information in an empathic, supportive manner. (CWCD 12)
- Based on Case Scenario B, discuss aspects of interviewing collateral contacts without violating client confidentiality. Identify challenges in this task, and explain how to overcome these obstacles. (CWCD 12)
- Based on Case Scenario B, have students describe strategies for effective note-taking (by the social worker) during interviews which will produce thorough case notes but do not distract from the interview process. (CWCD 12)
- Based on Case Scenario C, have students identify, explain, and illustrate components of the "I-message" as a specific communication strategy to improve the couple's relationship. Contrast this with communication techniques which seem to blame and/or accuse. (CWCD 12)
- Based on Case Scenario C, discuss the effective use of silence during a client interview, and identify strategies to improve one's comfort level with silence. (CWCD 12)

Child Welfare Competency Thirteen Assessment Skills

Case Scenario

- A. The social worker begins the assessment process to determine the child's safety and to gather pertinent social history information.
- B. The social worker evaluated information gathered from all sources (interviews, checklists, etc.) regarding current issues and social history information; strengths and needs were identified. The case planning phase was then initiated with the participation of the family, and plans for the ISP meeting were finalized.

Teaching Tools

- Based on Case Scenario A, have students identify and discuss effective interviewing skills and communication strategies which are necessary in gathering information during assessment. (CWCD 13)
- Based on Case Scenario B, lead a class discussion to identify characteristics and qualities of an effective ISP meeting. Provide students with a good ISP document and narrative to review and then give them examples of ISP's that could use improvement. Have students work in pairs to reword small pieces of the ISP and present it to the class. (CWCD 13)
- Based on Case Scenario B, have students demonstrate proficiency in writing skills by producing a written narrative assessment of an ISP meeting. This is in addition to the ISP document required by DHR policy. (CWCD 13)

Child Welfare Competency Fourteen Organizational and Technology Skills

Case Scenario

- A. The DHR social worker received assignment of the Jopper case, then began making plans for beginning and completing the investigation.
- B. The assigned social worker began working in the DHR office last week, having previously been employed in child protective services in another state. As the social worker considers tasks inherent in completing the investigation of this case, it becomes apparent that numerous skills are needed with regard to the equipment and technology in her new employment setting.
- C. The supervisor plans an in-service training session for the social worker's unit to discuss important aspects of caseload management.

Teaching Tools

- Based on Case Scenario A, have a social worker from DHR come to the class to discuss agency policy regarding timeframes for completing the investigation, including initial contacts, termination of the investigation, completion of record, and submission of documents/reports to the State Office. Have students demonstrate the ability to effectively use a calendar by entering projected dates for the completion of all required tasks based on the timelines provided by the DHR social worker. (CWCD 14)
- Based on Case Scenario B, have students identify basic computer skills needed for the tasks required throughout the data collection, report writing, and termination of the case process. Locate sources (written and otherwise) to assist in sharpening the necessary skills. (CWCD 14)
- Based on Case Scenario C, brainstorm effective methods for coping with crisis situations which occur in the social worker's caseload and how to adjust the projected schedule. (CWCD 14)

CASE DEVELOPED BY:
KATHERINE CRISLER, L.C.S.W.
ASSISTANT PROFESSOR
SOCIAL WORK AND CRIMINAL JUSTICE DEPARTMENT
THE UNIVERSITY OF NORTH ALABAMA
KATHRYN WATSON, L.G.S.W.
LAUDERDALE COUNTY DEPARTMENT OF HUMAN RESOURCES