

Lorenzo and Lia Lopez

Mother: Elena, age 25, Hispanic (undocumented)

Father: Jorge, age 30, Hispanic (uninvolved)

Children: Lorenzo, age 5

Lia, age 4

Presenting Situation

Mr. Garcia, Ms. Lopez' landlord, went to Ms. Lopez' home Saturday afternoon at 2:00 p.m. to make some repairs and discovered that the children were left home alone. When Mr. Garcia entered the home, he observed Lorenzo giving Lia a glass of Robitussin because she had a "head hurt". Lorenzo stated that his mother told him to give Lia some Robitussin today, because she had not been feeling well the night before.

While at the home, Mr. Garcia also noticed that there were dirty dishes in every room, clothes strewn throughout the house, roaches in cupboards, and mice in the pantry. Mr. Garcia also noticed that there was an opened box of cereal, from which the children were having lunch, according to Lorenzo. There was no phone in the house, but Ms. Lopez had left her work number posted on the fridge and had instructed Lorenzo to go next door to their elderly neighbor, who is wheelchair bound, and call if there were any problems. Mr. Garcia called the number from his cell phone and left a message for Ms. Lopez, saying that she needed to return his phone call immediately. Mr. Garcia then called the police department, who immediately responded and contacted the Department of Human Resources.

When the on-call worker arrives at 3:00 p.m., he observes that the description given above of the home is accurate, as evidenced by dirty dishes, strewn clothing, roaches, and mice. While being interviewed by the worker, with Mr. Garcia translating, Lorenzo stated that his mother made breakfast for them before she went to work. Lorenzo stated that she has instructed them to eat cereal throughout the day when they are hungry, as she does not allow them to cook or use the microwave. Shortly after the worker's arrival, Ms. Lopez contacted Mr. Garcia, who brings her "up to speed" on the situation. Ms. Lopez spoke to the on-call worker and said that she would explain the situation to her employer and ask for him to let her off at 4:00 p.m., instead of 8:00 p.m. At 4:00 p.m. Ms. Lopez called the worker and stated that she was on her way home. The worker agreed to wait for her arrival.

When Ms. Lopez arrived, the worker observed that Ms. Lopez was driving her own vehicle. The worker also noticed that Ms. Lopez responded to and interacted with the children appropriately and observed that they seemed to have a close bond with her. The worker noticed Ms. Lopez spoke English very well but spoke Spanish to the children.

During the initial interview, Ms. Lopez appeared to understand the need for DHR to be involved and agreed to cooperate in any possible way.

Ms. Lopez works in a factory, where she earns \$4.85/hr. Ms. Lopez illegally crossed the U.S./Mexican border and has no legal U.S. identification. Last month she was required to work seven-hour days, six days each week. As of last month, her employer is now requiring her to work twelve-hour days, five days each week. Ms. Lopez is afraid to object because she is afraid that her employer will either report her to Immigration Enforcement or fire her. Her childcare provider could care for her children when she was working seven hour days, but not when she is working twelve-hour days. Ms. Lopez stated that she has to work so she can pay her bills and provide food for her family. Ms. Lopez admitted that she has been leaving her children at home alone, since her employer required her to increase her hours. She stated that on her off days she tries to clean the home and attend to her children as much as possible, but stated that it is difficult because she is often so tired.

The on-call worker stated that there were some immediate safety issues in the home, such as the cleanliness of the home and the fact that Ms. Lopez has been leaving her young children alone for extended periods of time for the past month. Given their ages and the fact that Lorenzo was giving Lia a glass of Robitussin, instead of the proper dosage, it is clear that these children are not able to adequately care for themselves.

Mr. Garcia, who has known Ms. Lopez since she came to the U.S. six years ago, agreed that he and his wife would care for the children. Ms. Lopez, Mr. Garcia, and the on-call worker agreed to this plan and signed a Safety Plan. Ms. Lopez' undocumented status is not mentioned to the police department.

Current Situation

A worker interviews Lorenzo, Lia, and Ms. Lopez the next day in their home.

Background Summary

Ms. Lopez stated that she was raised in an upper-class Mexican neighborhood with a large sibling group. She stated that she met Jorge Menendez, the father of her children, when she was seventeen and fell in love with him. Ms. Lopez stated that her parents strongly cautioned her against dating Mr. Menendez because his family status was "below" their own. Ms. Lopez stated that she defied her parents and moved into Jorge's one-bedroom shack - an act for which her parents later disowned her. After one year of living together, Ms. Lopez stated that she agreed to come to the U.S. with Mr. Menendez. Ms. Lopez stated that she left without her family's knowledge as they had disowned her. She was determined to show her parents that she could make it without their help.

Ms. Lopez illegally came into the U.S. with her boyfriend, Jorge Menendez, six years ago. They lived with Mr. Menendez' relatives until Jorge got a job and moved them into their own place six months later. Ms. Lopez stated that shortly after their move, she became pregnant with Lorenzo. Ms. Lopez stated that after Lorenzo was born, she began to suspect that Mr. Menendez was in an intimate relationship with another woman when he began staying out later than usual and withdrawing from her and their child. Ms. Lopez stated that she confronted Mr. Menendez with her suspicions and he admitted to having an affair with his American co-worker. Ms. Lopez stated that Mr. Menendez apologized for his behavior and promised to devote himself to his family. Ms. Lopez stated that their relationship was wonderful until Mr. Menendez abruptly left her for the woman with whom he was previously having the affair.

Ms. Lopez stated that it was shortly after Mr. Menendez left her, that she discovered that she was pregnant with Lia. Ms. Lopez stated that Mr. Menendez was initially involved in both of his children's lives and supported them financially until he married the American co-worker and moved to Dallas, TX. Ms. Lopez stated that after Mr. Menendez abandoned them, she was forced to work outside of the home - something that was frowned upon in her family.

Ms. Lopez stated that she was able to secure childcare through a former neighbor, who does not work. Ms. Lopez stated that she cannot afford formal daycare, as she was only paying this person \$25 each week. Ms. Lopez stated, "About 6 months ago, the babysitter asked me to pay her more because the children were eating more food. I told her that I could not pay her more money, and she got really angry." Ms. Lopez further stated that the babysitter threatened to stop caring for her children on two occasions. Ms. Lopez said, "both times I was able to get her to keep watching them." Ms. Lopez stated that when she approached the babysitter, informed her of her extended work hours, and asked her to care for the children during that time, she "blew up" and said she would not work for such low wages. Ms. Lopez stated that the babysitter has refused to help her with her children since that time. Ms. Lopez stated that she has been forced to leave her children alone at home so that she could provide for them. Ms. Lopez states that she feels terrible that she has to leave her children at home alone, and goes over rules with them every morning before she leaves for work.

Ms. Lopez stated that she has not applied for any Government benefits (Food Stamps, Daycare Assistance, and TANF) because she did not want to be reported to Immigration Enforcement.

Ms. Lopez stated that her home started becoming cluttered after she began working twelve-hour shifts. Ms. Lopez stated that she wants to keep her home in better condition, but just cannot seem to find the time or the energy to do so.

Safety Issues

- Ms. Lopez leaves Lorenzo and Lia home alone due to a lack of child care.
- The house is unsanitary and may be a health hazard.
- Inadequate financial resources No social network of support.

Strengths

- Ms. Lopez is employed.
- Ms. Lopez has transportation.
- Ms. Lopez cooks breakfast for her children before she leaves in the morning.
- Ms. Lopez loves her children.
- Ms. Lopez has informed Lorenzo how to call for help in case of an emergency.
- Ms. Lopez does not allow Lorenzo and Lia to cook or use the microwave in her absence.
- Ms. Lopez goes over the ground rules with her children every morning before she leaves for work. Lorenzo and Lia have a strong bond with their mother.
- Ms. Lopez is willing to collaborate with this agency regarding her children's safety.
- Ms. Lopez realizes that leaving her children alone is dangerous.

Needs

- Ms. Lopez needs to have adequate daycare arrangements for her children.
- Ms. Lopez needs to find employment that pays increased wages.
- Ms. Lopez needs financial stability.
- Ms. Lopez needs to expand her support group and her social network.
- Ms. Lopez needs to locate the father of her children and pursue child support.

Available Resources

Ms. Lopez and her children live in a medium-sized city with a population of 200,000 people, with a growing Hispanic population. Ms. Lopez is now aware that she can receive some government-sponsored and other services without having to provide proof of her citizenship. The Department of Human Resources staff in this county are capable and willing to assist Ms. Lopez in connecting to and obtaining these services. There are also churches and other non-profit organizations that may be able to provide assistance and social support to her family.

Child Welfare Competency One Knowledge of Human Development

Case Scenarios

- A. During your interview with Ms. Lopez, you begin to notice a theme emerging. Ms. Lopez continually refers to her young adulthood being "trashed" because she left with Mr. Menendez and had two children, instead of staying with her family and "being normal" like her other childhood friends.
- B. During your interview with Lorenzo, he blames himself for not following his mother's directions more clearly. Although you try to reassure him that he is a child and that he should not have been given that responsibility, Lorenzo continues to state that he is "bad".
- C. Lorenzo, age 5, has not been enrolled in school and has not attended a kindergarten program at all. Spanish is the language spoken at home. Although Ms. Lopez speaks English fairly well, she speaks mostly Spanish to the children at home.

Teaching Tools

- Based on Case Scenario A, discuss the stages of human development, in particular between ages 18 - 25. Reflect on Ms. Lopez' life and discuss any apparent variations from the traditional models of human development. Discuss how these variations might be affecting her level of life satisfaction. How might Ms. Lopez' culture impact her expectations regarding young adulthood? (CWCD 1)
- Based on Case Scenario B, discuss how having the type of responsibility that Lorenzo had may have affected his development as a child. How might you help Lorenzo "let go" some of this responsibility and become involved in age-appropriate activities? (CWCD 1)
- Based on Case Scenario C, discuss the importance of early childhood education and the challenges to providing appropriate educational experiences for bi-lingual children. Role play a discussion between Ms. Lopez and the worker discussing the importance of getting Lorenzo enrolled in school. (CWCD 1)

Child Welfare Competency Two Knowledge of Abuse and Neglect

Case Scenarios

- A. During your initial interview, you notice that Ms. Lopez has several bottles of various medications in places that Lorenzo and Lia could access. When you ask Ms. Lopez about the medications, she appears nonchalant and states that she keeps them closed, so that the children cannot access them. You then notice one bottle that is empty and open. Ms. Lopez states that she does not know where the pills are. As she searches the house for them, the pills are discovered underneath Lorenzo's bed.
- B. During a subsequent interview with Lia at Mr. Garcia's home, you discover that many of her teeth are decaying. When you ask Ms. Lopez about this, she states that neither Lia nor Lorenzo have been to a dentist, because she cannot afford to send them. Ms. Lopez states that she was never taken to the dentist as a child, and states that her teeth are just fine".
- C. In a subsequent visit to the home, you find the home continues to have dirty dishes in most every room, roaches and evidence of mice and piles of dirty clothes. Ms. Lopez has made some efforts to clean up as there are fewer dirty dishes than in the previous visit. She continues to say that she has not had time to clean.

Teaching Tools

- Based on Case Scenario A, discuss how you might help Ms. Lopez understand that leaving medications or other harmful substances in the reach of small children can be dangerous. How would you incorporate the information in Scenario A into your assessment of safety issues in the home? (CWCD 2)
- Based on Case Scenario B, discuss why a lack of oral hygiene may be considered medical neglect. Role-play how you might explain this concept to Ms. Lopez, who may not understand this aspect of parental responsibility. (CWCD 2)
- Based on Case Scenario A, Band C discuss the safety and risk factors for Lorenzo and Lia. Review and discuss the research on the long term impact of neglect on children. Identify community resources that are needed to assist this family with safety issues. (CWCD 2)

Child Welfare Competency Three and Seven Knowledge of Services and of the Role of a Social Worker

Case Scenario

- A. In your interviews with Ms. Lopez, she mentions to you that she feels isolated and states that she has "to do this all by herself", referring to raising her two children. She tells you that she is so tired, because she works 60 hours a week and still has to provide nurturing support for her two children.
- B. As was mentioned earlier in the needs section of the case summary, Ms. Lopez has a great need for adequate childcare services, but cannot afford much. She asks you if there are any resources that can be made available to her.
- C. An obstacle to obtaining more profitable employment and accessing certain community and government resources is that Ms. Lopez is an undocumented person in the U.S.

Teaching Tools

- Based on Case Scenario A, write down some services that you might be able to connect Ms. Lopez to, regardless of whether they currently exist in your community. Discuss which of these services are informal and which are formal? List methods by which informal resources can be identified. Have small groups research and give short presentations about services found in the community. (CWCD 3)
- Answer the following questions based on Case Scenario A. Why is it important for social workers to advocate for services that do not already exist? What does the NASW Code of Ethics say about social workers being involved in advocacy? Within the role of a DHR child welfare worker, how can a social worker advocate for a specific client and for development of services that many clients need? What lines of communication and influence might a DHR child welfare worker have? (CWCD 3)
- Based on Case Scenario B, what services can be made available to Ms. Lopez that would not require her to provide proof of citizenship, but would still provide financial assistance for adequate childcare? (CWCD 3)
- Based on Case Scenario C and on current Immigration Policy, how might you assist Ms. Lopez in obtaining legal documents that authorize her to work in the U.S. and, eventually, apply for citizenship? (CWCD 3)

Child Welfare Competency Four Knowledge of Policy

Case Scenario

- A. Mr. Garcia calls you and asks that you take Lorenzo and Lia to the doctor's office for a checkup tomorrow. Mr. Garcia informs you that he has to work during the appointment time and Ms. Lopez told him that her employer will not give her anymore time off. DHR agency policy states employees cannot transport children who are not in DHR custody.
- B. The social worker knows Ms. Lopez and the children could benefit from several government social service and health programs such as food assistance, Medicaid, job readiness and assistance, education, child support enforcement, and possibly TANF. With recent crackdowns on undocumented workers by Federal Immigration and Customs Enforcement (ICE), the worker is unsure what services the Lopez family is eligible for considering Ms. Lopez is undocumented and the children are U.S. Citizens.
- C. The worker placed the children overnight with Mr. Garcia, the landlord. According to DHR policy, children should be placed in the least restrictive setting. Family is the most desirable placement but in this case, there is no family resource. Both the mother and children were comfortable with a temporary placement with Mr. and Mrs. Garcia.

Teaching Tools

- Based on Case Scenario A, discuss any possible liability issues for the agency and individual worker when legal custody is still with the mother. (CWCD 4)
- Based on Case Scenario A, discuss how you would balance the requirements of agency policy with the ethical mandates social workers are bound to follow. From the Code of Ethics, identify specific ethical standards that address this issue. (CWCD 4)
- Based on Case Scenario B, research current policy regarding what public resources for which the Lopez family is eligible. In small groups, create a chart that will assist Ms. Lopez in understanding what these services can provide and how to go about accessing them. (CWCD 4)
- Based on Case Scenario C, discuss the concept of least restrictive environment and why this is in the best interest of children and families. What would the worker need to learn about Mr. and Mrs. Garcia prior to making this placement? Invite a DHR supervisor to discuss least restrictive placement and departmental policy regarding non-foster care placements. (CWCD 4)
- Based on Case Scenario C, discuss how cultural differences may impact the use of an extended family network and how this might affect placing children in the least restrictive environment. Define and discuss fictive families and non-blood relations. (CWCD 4)

Child Welfare Competency Five Knowledge of Systems Theory

Case Scenario

- A. In a recent interview with Ms. Lopez, she begins to describe how terrible her life has been since Mr. Menendez left her. She states that prior to his abandonment, she kept a clean home and was a "wonderful" mother for her children. She states that now she cannot keep her home clean and barely has any time to spend with her children. Ms. Lopez expresses worry that her children, especially Lorenzo, will turn to area gangs and other illicit activities, because she was not there to raise them and give them guidance.

Teaching Tools

- Based on Case Scenario A, how might you explain Ms. Lopez' current situation and behaviors using Systems Theory or the Person-In Environment Perspective? Discuss how knowledge of these concepts would affect your practice. (CWCD 5)
- Develop an eco-map on Ms. Lopez. Use it to discuss individual, family and community stressors and strengths. (CWCD 5)

Child Welfare Competency Six Knowledge of Strengths Based Perspective

Case Scenario

- A. Ms. Lopez has a number of strengths that were identified in the assessment.
- B. Ms. Lopez reports to you that since DHR has become involved, she risked telling her employer what had happened. Although initially the employer was supportive and gave her time off and reduced her hours, the employer is now putting pressure on Ms. Lopez to return to the 12 hour shifts. Ms. Lopez fears she will lose her job if she does not comply.
- C. Ms. Lopez has been periodically attending a Hispanic Catholic Church in her community. Due to her work schedule, she has not been able to attend recently. After the report, she contacted the Priest who has visited her and encouraged her to return to church.
- D. Worker has been working on this case non-stop for several days including nights. The worker is getting pressure from his supervisor to complete the paperwork and set-up the individual service plan meeting as soon as possible. The worker has another case that is going to court next week which also needs his attention. Worker feels exhausted, pulled in too many different directions and is having trouble prioritizing tasks.
- E. Ms. Lopez reports she is exhausted, feels overwhelmed and is not sleeping. She is worried about what is going to happen to her children, her job and whether she will be reported to immigration due to her undocumented status.

Teaching Tools

- Based on Case Scenario A, discuss the basic philosophy of strengths based practice. How can strengths be used to develop appropriate interventions with families? What are the advantages to strengths-based practice in child welfare? Provide specific examples of how you have marshaled or built on your existing strengths to help you with new problems or challenges. How might Ms. Lopez do the same? (CWCD 6)
- Based on Case Scenario B and C, identify the strengths in each scenario and discuss how these strengths could be used to develop interventions and supports. Identify any cultural strengths that should be considered. (CWCD 6.1)
- Based on Case Scenario D, discuss "compassion fatigue". Apply what you discussed to this scenario and discuss ways this worker may be experiencing compassion fatigue. Role play a discussion between this worker and his supervisor showing ways the worker can discuss their feelings and ask for support from the supervisor. Discuss ways to deal with compassion fatigue. (CWCD 6.2)
- Based on Case Scenario E, define and discuss resiliency and how you might assist Ms. Lopez in identifying and accessing supportive formal and informal resources. (CWCD 6.1)

Child Welfare Competency Seven Knowledge of Role of Social Worker

- See Domain Three

Child Welfare Competency Eight Knowledge and Application of Evidence Based Practice

Case Scenarios

- A. The worker does not have much experience working with Mexican immigrant families. He has asked his supervisor to recommend effective interventions. The supervisor suggested the worker investigate the research for evidence based interventions shown to be effective with Mexican immigrants.
- B. As stated in the needs assessment, Ms. Lopez feels she needs a stronger support network. The worker has recommended a parent support group however Ms. Lopez is requesting a Latina group which does not currently exist in the community. The worker is interested in facilitating the development of such a group but knows little about how to go about doing that.

Teaching Tools

- Based on Case Scenario A, develop a research question on the Lopez family related to one of the following areas: special population, social problem, target client group or individual client issues. Search the research for relevant evidence based practice articles that address your question. Select two articles and discuss why you think they are relevant to your question. How might the information in the articles assist you in developing interventions for the Lopez family? (CWCD 8)
- Based on Case Scenario B, search the literature for evidence based articles on support groups for Latina's with children. Discuss what models seem most effective. What methods of evaluating effectiveness of the programs were used? How might you go about developing a new program like this one in your community? (CWCD 8)

Child Welfare Competency Nine Understanding of Cultural Competence

Case Scenario

- A. Ms. Lopez speaks English well but at times has a puzzled look on her face when you use DHR or medical terms. If the worker asks her if she understands, she always says yes but then has difficulty explaining her understanding if asked to do so. The worker is not sure if Ms. Lopez clearly understands everything that has been explained, especially DHR procedures and policy.
- B. Ms. Lopez has what looks like an altar set up on a table in the corner of the living room. There is a picture of Saint Mary, candles and other items on it. When asked, she says it protects her home and family. Ms. Lopez has gone to a Hispanic Catholic Church in the past and has contacted the Priest who wants to meet with you and Ms. Lopez. She has also gone to see the Hispanic community spiritual healer.
- C. Ms. Lopez is from an upper-middle socio-economic family from Mexico. She was "disowned" by her family when she went to live with her Mr. Menendez. She has had no contact with them for 6 years but reports having a close relationship with her family and large sibling group in the past. She reports having a godparent she was close to growing up but has not had contact with that person since she came to the U.S.

Teaching Tools

- Based on Case Scenario A, worker assumes Ms. Lopez does not understand English well, when in fact Ms. Lopez does not understand the DHR and medical terms being used by the worker. Role play an interview with Ms. Lopez demonstrating ways to present information that the consumer will understand. (CWCD 9.1)
- Based on Case Scenario A, discuss the implications of language barriers on effective practice. Should the worker request an interpreter? What are the advantages/disadvantages of using an interpreter? Discuss issues of confidentiality if using an interpreter. Invite an interpreter and Spanish speaking person to discuss language barriers in the provision of services to those who speak no English or English as a second language. Role play a mock interview using the interpreter and the Spanish speaking guest. (CWCD 9.1, 9.3)
- Based on Case Scenarios A, B, and C, discuss possible cultural differences between the worker and Ms. Lopez. How might these cultural differences impact understanding and communication? Discuss acculturation and how you would assess Ms. Lopez's level of acculturation. (CWCD 9)
- Discuss the role of religion in Hispanic/Latino communities. Based on Case Scenario B, would you meet with Ms. Lopez and her Priest? Why or why not? Identify how this might be a strength for Ms. Lopez. (CWCD 9) Spiritual healers are frequently visited when someone is having health or personal problems. Discuss the types of spiritual healers in Mexican immigrant communities and how you might utilize this resource. (CWCD 9)
- Based on Case Scenario C, discuss the role of family, both blood and non-blood relations, in Hispanic/Latino communities. What is the role of the godparent in the Hispanic/Latino families? (CWCD 9)

Child Welfare Competency Ten Understanding of Crisis Intervention

Case Scenario

- A. When called about the initial report, Ms. Lopez came home early from work. She arrived at the apartment clearly shaken, cried during the interview and was very worried her children would be taken away. She was also very scared that she would be arrested for being undocumented. She is not sleeping and says she is having difficulty knowing what to do. She wants to keep her family together but feels overwhelmed and cannot seem to accomplish even small tasks such as washing the dishes.
- B. Lorenzo has been having trouble sleeping since the report and keeps saying "I'm sorry" and crying. He thinks he is at fault and will be sent away, possibly back to Mexico where he does not know anyone.
- C. Worker receives a call from Mr. Garcia that Ms. Lopez is at his home and is demanding to take her children as she is the legal custodian. She is crying, saying how much she loves her children and begging him to let her children come home. When he refuses, she said the voices told her to "take care of him". He is concerned she is threatening him.

Teaching Tools

- Based on Case Scenarios A, B and C, identify Robert's Seven Stages of Crisis Intervention. Discuss what has precipitated a crisis state in the Lopez family. Role play how you would intervene with Ms. Lopez in Case Scenario C. (CWCD 10)
- Based on Case Scenarios A and B, what behaviors indicate family members are experiencing a crisis state? Using Robert's seven stages of crisis intervention, discuss crisis interventions that might be effective with this family. (CWCD 10)
- Based on Case Scenario A, role play a conversation with Ms. Lopez showing your understanding of how to use Robert's crisis intervention techniques. (CWCD 10)
- Based on Case Scenario C, discuss how people react differently to crisis and stress based on their perception of the crisis event. How might the worker find out what Ms. Lopez means by her statement that "voices are telling [her] to take care of [Mr. Garcia]"? (CWCD 10)

Child Welfare Competency Eleven Knowledge of Social Work Values and Ethics

Case Scenario

- A. According to the case summary, the on-call worker did not notify the law enforcement officer that Ms. Lopez is an undocumented immigrant for fear that she would be arrested and deported. The on-call worker believes that illegal immigration is wrong, but is not sure what his actions should be.
- B. A visit to Ms. Lopez' home after the initial visit reveals that it is cleaner and that all safety hazards have been removed. However, the home is still cluttered and the Worker does not feel comfortable returning the children. While consulting with his supervisor the Worker acknowledges that the home is probably safe, but states, "I wouldn't want my kids living there".
- C. This worker is new to the agency and has never worked with a Mexican immigrant before. The worker has expressed concern over how much Ms. Lopez understands as he has not used an interpreter to date. His supervisor gave him an assessment to use to evaluate her English proficiency level. The worker has never used an assessment like this one and is uncomfortable trying to use it. The supervisor says it is not hard and to go ahead.
- D. The worker is responsible for getting Ms. Lopez to sign an informed consent to release information from the children's physician. He asks her to read it, she looks over it and signs the bottom. Later the worker finds out Ms. Lopez reads very little English and probably did not understand the form she signed.

Teaching Tools

- Based on Case Scenario A, what ethical obligation, if any, did the worker have to disclose this information? Refer to the NASW Code of Ethics to support your answer. What does DHR policy say about disclosing this type of information to law enforcement officers? Discuss how the on-call worker might consider his personal values, his ethical obligations, and his duty to adhere to agency policy when making this decision. (CWCD 11)
- Based on Case Scenario D, from the NASW Code of Ethics, review the section on Informed Consent. How can you insure that clients understand their rights under informed consent? How should the principles of informed consent guide our practice? (CWCD 11)
- Based on Case Scenario B, the NASW Ethical Principle of Dignity and Worth of the Person, a social worker should be "mindful of individual differences and cultural and ethnic diversity". Based on case scenario B, how should the supervisor help the Worker understand how this principle helps to shape agency policy? (CWCD 11)
- Based on Case Scenario C, identify which ethical principles are applicable from the NASW Code of Ethics. (CWCD 11)

Child Welfare Competency Twelve Communication Skills

Case Scenario

- A. Worker arrived to meet with Ms. Lopez the day after the initial report. The children stayed overnight with the neighbor, Mr. Garcia but this was only an emergency placement. Today the worker will talk with Ms. Lopez about what needs to happen next.
- B. In talking with Ms. Lopez, the worker finds it difficult to get her to share information without asking a lot of questions. Worker finds himself asking questions, many of which are closed-ended in order to get needed information.
- C. The worker's supervisor has requested a brief written summary on the case.

Teaching Tools

- Discuss interviewing techniques that facilitate development of rapport and demonstrates empathy. Role play Case Scenario A demonstrating techniques that facilitate the development of rapport and empathy. (CWCD 12)
- Discuss active listening skills. Discuss cultural differences in issues such as eye contact, use of silence and personal space. Role play Case Scenario A demonstrating active listening skills. (CWCD 12)
- Review research on strengths-based problem solving approaches. Discuss strengths-based problem solving approaches to interviewing. (CWCD 12)
- Based on Case Scenario B, role play an interview using open-ended questions, reflection, paraphrasing and summary. (CWCD 12.1, 12.2, 12.3)
- Based on Case Scenario C, write a brief one page summary using the OAP (Descriptive, Assessment, Plan) model for documentation. Complete a peer review with at least two other classmates and revise the note based on this feedback. (CWCD 12.4)

Child Welfare Competency Thirteen Assessment Skills

Case Scenario

- A. Ms. Lopez keeps saying she must be a bad mother, that everything is going to "El Diablo" and that she must be cursed to have such bad luck in her life. She feels hopeless that things are going to get better and seems resigned to her "fate". She said she deserved her bad luck since she defied her family and went with Mr. Menendez. If she had been an obedient daughter, all this would never have happened to her.
- B. Ms. Lopez has many stressors in her life and sees herself as having little or no support.
- C. Worker receives a call from Mr. Garcia that Ms. Lopez is at his home and is demanding to take her children as she is the legal custodian. She is crying, saying how much she loves her children and begging him to let her children come home. When he refuses, she said the voices told her to "take care of him". He is concerned she is threatening him. In speaking to his supervisor, the worker stated "I really messed up, how did I miss this?". He is now beginning to doubt his ability to do this work and whether he can trust his own judgment.

Teaching Tools

- Review the list of strengths from the case summary. Discuss strategies that empower people to identify and utilize their strengths in developing intervention plans. Given Case Scenario A, role play a conversation with Ms. Lopez helping her identify her strengths. (CWCD 13.1)
- Given Case Scenario B, complete an eco-map with Ms. Lopez. Discuss how an eco-map can be used to gather information on the person-in-environment and facilitate the assessment process as well as identify strengths and support networks. (CWCD 13.1, 13.2, 13.3)
- Often workers learn additional information as they continue the assessment process. Based on Case Scenario C, discuss assessment as an on-going process where new information is constantly discovered. Role play a conversation between the social worker and his supervisor showing how you would provide support and feedback to the worker. (CWCD 13.4)

Child Welfare Competency Fourteen Organizational and Technology Skills

Case Scenario

- A. This is the worker's first job since graduation and he has only been with DHR for 6 months. He is still learning agency policy and procedure and at times thinks he will never learn it all. His supervisor mentioned something called ASFA recently and seemed to expect the worker to know what it is.
- B. The worker has access to the agency email system from any remote computer system. He is worried about confidentiality and any liability that may occur if he emails from home or any other location. The worker has gotten behind in his paperwork and is frustrated that his supervisor is requiring him to get caught up. He thinks his time could better be spent providing services, not doing paperwork.

Teaching Tools

- Based on Case Scenario A, discuss the Adoption and Safe Families Act. How does this act facilitate safer families and encourage adoption? (CWCD 14.1)
- Based on Case Scenario A, interview a social worker in an organization where you might want to do your field placement. Ask them about their role, the role of social work in the organization, mission of the organization and organizational structure of the organization. Share the information with the class and compare the different organizations visited. How are they similar, different? (CWCD 14.1, 14.2)
- Based on Case Scenario B, review the Code of Ethics on confidentiality. Discuss any possible breaches of confidentiality as a result of using technology such as email, computerized record-keeping, sending attachments, cell phones and wireless phones. Discuss how agencies can develop policies and procedures to address new advances in technology. (CWCD 14.3)
- Based on Case Scenario C, discuss the relationship of paperwork and documentation to third party reimbursement. Name three reasons your documentation should be up to date. Discuss work management skills and techniques that can assist you in balancing your job responsibilities. (CWCD 14.1, 14.2)

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