

# Educating Practitioners to Work with Families in Tomorrow's World



Esta M. Glazer-Semmel, LCSW-C

Diane DePanfilis, PhD, MSW

Lucille Tyler, LCSW-C

Family Connections

University of Maryland School of Social Work

Baltimore, Maryland

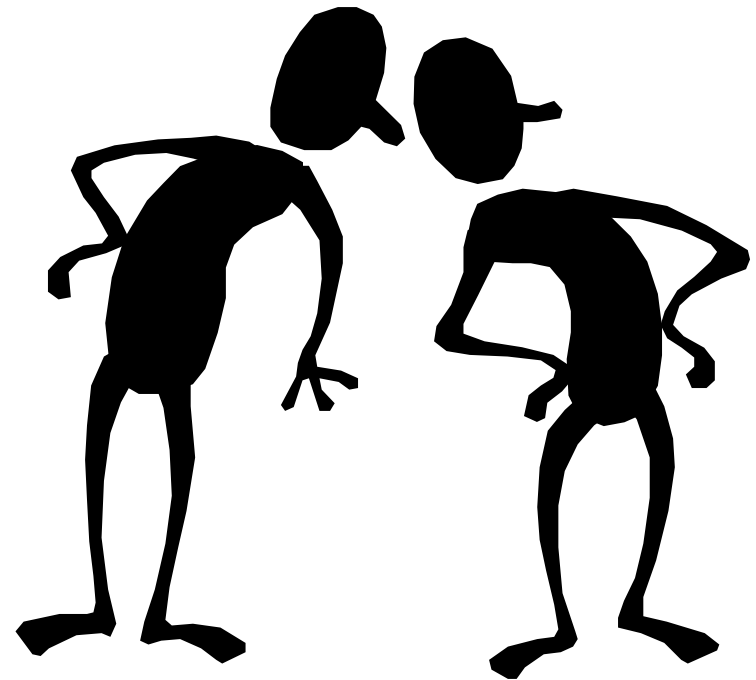
***National Association for Family-Based Services***

***13th Annual Empowering Families Conference***

***Baltimore, December 1-4, 1999***

# Introductions

- ⌘ Who are we & where are we from
- ⌘ What do we want to accomplish today
- ⌘ What are our burning questions & concerns



# How will we spend our time

## ⌘ Program description

☑ Service

☑ Research

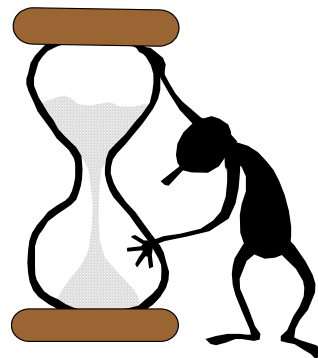
☑ Training

## ⌘ Training content

⌘ Training process

⌘ Sample schedules & materials

⌘ Feedback & questions



# Family Connections: Service

- ⌘ Many families struggle to meet the basic needs of their children
- ⌘ Neglect is the most prevalent form of reported maltreatment
- ⌘ We need to understand what models can reach families



# Guiding Principles



- ⌘ Helping alliance & partnership
- ⌘ Empowerment
- ⌘ Strengths perspective
- ⌘ Cultural competence
- ⌘ Community Involvement

# Intervention



- ⌘ Outreach
- ⌘ Family focus
- ⌘ Tailored interventions
- ⌘ Developmentally appropriate
- ⌘ Multi-system
- ⌘ Outcome driven

# Intervention Outcomes



- ⌘ Family maintenance & safety
- ⌘ Family member functioning
- ⌘ Family functioning
- ⌘ Problem solving
- ⌘ Social support
- ⌘ Care of children

# Family Connections: Research



## ⌘ Questions

- ☑ Does duration of service affect outcome
- ☑ Does participation in a caregiver support group enhance outcome

## ⌘ Measures

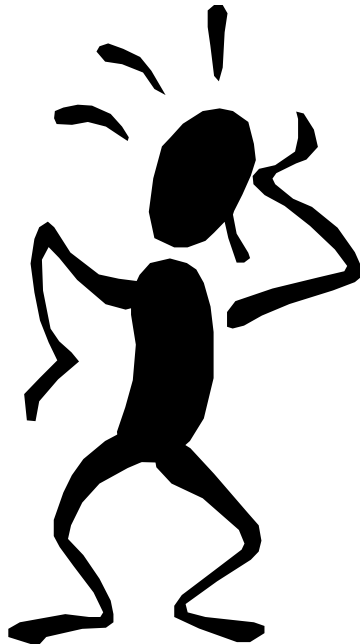
- ☑ Pretest, close of service & f/u protocols
- ☑ Client & intern driven instruments



# Training: Content

## ⌘ Self awareness

- ☑ Personal beliefs
- ☑ Perceptions
- ☑ Reactions
- ☑ Self care



## ⌘ Role definition

- ☑ Trainee vs. worker
- ☑ Clinician, advocate, facilitator, organizer, administrator
- ☑ Personal to professional continuum
- ☑ Program boundaries

# Training: Content (2)

## ⌘ Guiding Principles

- ☑ Helping alliance & partnership
- ☑ Empowerment
- ☑ Strengths perspective
- ☑ Cultural competence
- ☑ Community-based outreach

## ⌘ Theoretical frame

- ☑ Psychosocial
- ☑ Problem-solving
- ☑ Life model
- ☑ Crisis
- ☑ Systems
- ☑ Behavior
- ☑ Cognitive

# Training: Content (3)

## ⌘ Intervention principles

- ☑ Outreach
- ☑ Family focus
- ☑ Individualized
- ☑ Developmentally appropriate
- ☑ Multi-system
- ☑ Outcome driven
- ☑ Helper qualities

## ⌘ Intervention strategies

- ☑ Individual, conjoint, family, group, community
- ☑ Service facilitation
  - ☑ Clinical perspective
  - ☑ Resources
- ☑ Advocacy

# Training: Content (4)



## ⌘ Accountability

- ☑ Clinical chart notes
- ☑ Standardized instruments
- ☑ MIS
- ☑ Training products
- ☑ Training reports

# Training Process



## ⌘ Structure

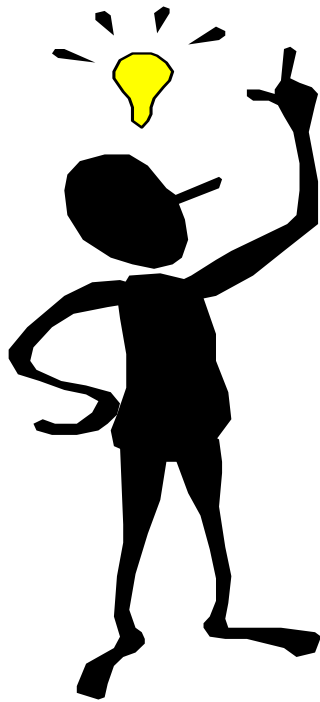
- ☑ Orientation
- ☑ Supervision
- ☑ Consultation
- ☑ Practice seminars
- ☑ Conferences
- ☑ Overnight camp

## ⌘ Strategies

- ☑ Lecture & discussion
- ☑ Simulation
- ☑ Desensitization
- ☑ Guided imagery
- ☑ Observation
- ☑ Live supervision
- ☑ Manual

# In Conclusion...

---



- ⌘ Sample schedules and materials
- ⌘ Draft model
- ⌘ Feedback & questions
- ⌘ Closing