

LINKAGES: Collaborative Roles in Reunification

For the Public Child Welfare Training Academy
at San Diego State University

Developed by
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Purpose:

Collaboration is necessary between service providers, foster parents, social workers and families in order to reach the outcome objectives of child safety, well-being and permanence. We cannot rely on any one individual to assume the responsibility for this important charge, and need to learn to consistently develop new ways to improve partnership, practice communication, and develop trust for the sake of the child. This training focuses on improving relationships between the key service providers and to provide a better understanding of specific strategies to achieve better outcomes for children and families.

This course is designed for social workers, economic self-sufficiency workers and their respective supervisors.

Learning Objectives:

At the end of the training, participants will

1. Identify the challenges of collaboration & teaming
2. List the stages of interdisciplinary team development
3. Assess the current stage of this teaming relationship
4. Understand the benefits of teaming as examples to reach best practice
5. List steps of a teaming model
6. Develop steps to transfer learning in order to practice collaboration
7. Identify specific individual skills and resources needed to support teaming efforts
8. Value and learn new skills to improve collaboration & teaming
9. Consider and value the impact of individual cultural identity on collaboration
10. Practice using a collaboration model for problem-solving

Training Outline

Pre-Session

Complete "Treasure Hunt" exercise
BOOK: "It takes a village"

9:00 Opening & Lecturette
Welcome, Introductions, Overview, Adult Learning Principles Review,
"Parking Lot" introduction

9:15 Lecturette

- Statement of Collaborative Model of this training
- Review Learning Objectives
- Teaming supports shared decision-making
- Teaming & collaboration is a focus of strength-based family centered practice
- Teaming & Collaboration increases client engagement which results in better outcomes

9:30 Large Group Activity
Treasure Hunt activity

- a. To preview concepts of teaming and collaboration
- b. To identify participants' roles, responsibilities, and experiences
- c. To instill movement
- d. To promote introductions

9:45 Individual Activity: Cultural Identity Profile

- a. to identify specific identities
- b. to consider culture as more than ethnicity
- c. to experience viewing the world from different perspectives, including organizational culture

10:00 Stages Team Development: Lecturette on stages (T.E.A.M.)

- a. To normalize various maintenance and task behavior of a team
- b. To clarify expectations of productivity and relationships based on a team's developmental stage
- c. To integrate cultural differences of roles of team members
- d. To integrate didactic learning

10:15 BREAK

10:30 Interdisciplinary Teams: Small Group Activities

Small groups identify key points for each of the 5 steps of Zuskin's interdisciplinary and list 3-5 key points about their assigned stage to then present to class.

10:45 Individual Journaling: To promote specific transfer of learning plans

1. *What should I expect in my team based on my assessment?*
2. *How comfortable do I feel in this stage?*
3. *What is my individual role in moving this team in this stage?*
4. *What 2-3 steps can I take when I return to my job to achieve this?*

10:50 "Yours, Mine and Ours" Family Crest: Small Group Activity
Large Group is divided into 3 groups: CW, ESS, and supervisors

Each group is to develop an overriding practical statement of their goal & roles for working with families & children. Respond to the following questions to integrate into a "family crest" (including words and pictures):

1. *What are the goals of our role?*
2. *What challenges do we have to achieve our goals?*
3. *What do we need to overcome these challenges?*
4. *What symbol or picture represents our role & goals together?*

Ambassador is selected to take family crest to other group to educate, and then integrate that group's goal in order to achieve OVERALL pilot goals.

Family crests are compared and large group debrief.

- a. *To identify respective goals for various roles in pilot program*
- b. *To identify overlap of goals within program*
- c. *To identify institutional cultural differences*
- d. *To identify cross-systems commonalities*

11:25

"Cracker Barrel Discussions"

- Small table groups discuss the following questions, as they are each individually presented for 5 minutes to the group. Participants in respective roles (social worker, ESS worker, supervisor) answer the questions pertaining to them, and others listen or elicit further information.
 - SW: What is the job of a SW and how do others see the SW in collaboration?
 - ESS: What is the role of the ESS worker and how do others see the ESS worker in collaboration?

- SUP: What is the role of the supervisor and how do others see the supervisor assisting in collaboration?
- ALL: What are the benefits of "teamwork"?
- ALL: What does real teamwork look like in this project?
- ALL: What are some examples of good teamwork experiences?
- ALL: What are some examples of barriers/challenges to good teamwork experiences?
- ALL: What resources/skills are necessary to have successful teaming?

11:55

Large Group Review & Debrief

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NOON

LUNCH

1:15

Application to Client

Client introduction (via videotape)

Small group discussion

1. *How could I be part of a collaborative team to help this family be successful?*
2. *What would the benefits be to this family for collaborating?*
3. *What would the challenges or barriers be?*
4. *What would WE (the team) need to be successful at reaching the family's outcomes?*

2:00

Lecturette: A model of TEAMING: "Getting to Yes" Model

a. This model is primarily used for a negotiation model

b. Four steps:

- i. Separate the "people" from the "problem"
- ii. Interests vs Positions
- iii. Generating Options
- iv. Results are based on Objective Criteria

2:10

Large Group Activity

- Table groups assigned one of each of the steps/components
 - To review and discuss the importance
 - To prepare a "convincing argument" to rest of class that their step/component is most important in teaming process
- Small groups report out to large group about their step/component
- Debrief focuses on
 - Challenges of step
 - Ways in which this step CAN occur
 - Advantages to implementing this step

2:40

BREAK

2:55

Seven Keys to Effective Teamwork Video of "Wizard of Oz"

- A model for general teamwork, based on the Wizard of Oz, where Dorothy assembles a team. Keys include:

1. TEAMS MUST HAVE A CLEARLY- STATED OBJECTIVE.
2. SMALL SUCCESSES REINFORCE THE COMMITMENT OF TEAM MEMBERS.
3. DIVERSE OBJECTIVES MUST BE LINKED BY A COMMON PURPOSE.
4. TEAMS MUST FIND A COMMON GOAL THAT BENEFITS ALL MEMBERS.
5. SUCCESSFUL TEAMS ARE MUTUALLY SUPPORTIVE.
6. ADVERSITY STRENGTHENS THE BONDS OF THE TEAM.
7. LEADERS MUST RECOGNIZE A TEAM'S REAL AND SYMBOLIC NEEDS.

3:15 Large Group Debrief

- Identify challenges to each key & benefits at workplace

3:25 Large Group Activity: Practicing Team Problem-Solving

Large Group "Teaming" Challenge (i.e. Phone Circle)

Group is given specific task with rules/guidelines

Debrief process

- Was the large team successful?
- How do you know? What were the indicators of success?
- What parts of the model did you use easily? Why?
- What parts of the model was more challenging to use? Why?
- What do you need to be able to use this more fluently?
- Was this realistic? Why or why not?
- What could you do to make this type of teaming occur in "real life"?

Record elements of team problem-solving on flipchart paper

3:30 Large Group Activity: Second Practice of Team Problem-Solving

Second task assigned (Silent Birthday Circle)

Debrief process:

- Was the large team successful?

- How do you know? What were the indicators of success?
- What parts of the model did you use easily? Why?
- What parts of the model was more challenging to use? Why?
- What do you need to be able to use this more fluently?
- Was this realistic? Why or why not?
- What could you do to make this type of teaming occur in "real life"?

3:45 Large Group Activity: Public Proclamation: Transfer of Learning

- Participants are asked to review all of today's material & experiences and identify one thing that they will take to the workplace in this pilot to be more successful at partnership
- Participants stand at their seat & prepare to publicly proclaim what it is that they will transfer to their job
- Individuals will publicly proclaim and seat themselves when they announce their intent

3:55 Closing/Summary & Evaluation

- Review Model
- Review Benefits & Challenges of Teaming
- Review resources, skills, or steps needed for successful teaming
- Review skills used today on scenarios & on large group "problem"
- Evaluation

4:00

Adjournment

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